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ABSTRACT

This report presents a flexible 10-year plan for the Claremont Colleges as a group, with sections on the individual colleges, the central programs and services, and the affiliates. Appendices include reports concerning various Claremont colleges. (MJM)

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The Claremont Colleges:
Progress and Prospects

A report on recent trends, goals, and future plans of The Claremont Colleges including the Colleges individually, the central programs and services, possible new colleges, and the affiliates. This report is intended to be a working paper for use by trustees, administrative officers, faculty, staff, and students.

Claremont University Center

March 18, 1972

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The Claremont Colleges:
Claremont Graduate School / Pomona College / Scripps College / Claremont Men's College / Harvey Mudd College / Pitzer College

FOREWORD

The recent reorganization of The Claremont Colleges created the Chancellor's office with a small staff devoted to planning and development for the Claremont group. The report which follows is one of the early products of that staff. The main conclusions of the report are presented in Chapter XVII beginning on page 133.

This report presents a flexible ten-year plan for The Claremont Colleges as a group, with sections on the individual Colleges, the central programs and services, and the affiliates. It is intended to suggest goals, to present basic issues, to provide specific recommendations, and to indicate the magnitude of the financial tasks that lie ahead. No one believes that this report is a final blueprint for all time or even for the next decade. Planning is a continuous process, and flexibility within broad objectives is the mark of a healthy organization.

Many people have had a part in the preparation of the report: the Board of Trustees of Claremont University Center, the Chancellor and his staff, the presidents, vice presidents, and deans of the several Colleges, faculty members, students, and others. It draws heavily on the past contributions and wisdom of Dr. James A. Blaisdell, Dr. Robert J. Bernard, and Mr. William W. Clary. Responsibility, however, lies with Chancellor Howard R. Bowen who was the principal author.

No effort has been made to seek official approval of every sentence of the report, but it has been reviewed by many people and many of their suggestions have been incorporated. The Board of Trustees of Claremont University Center is familiar with the main thrust of the document, and hopes that it will provide a useful basis for thinking, discussion, and action in the advancement of The Claremont Colleges. Comments and criticism will be welcomed. They should be directed to Chancellor Bowen.

R. Stanton Avery
Chairman, Board of Fellows
Claremont University Center

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CHAPTER I

INTRODUCTION

In a well-run organization, planning never stops. Periodically, however, there are occasions for special and detailed review of past changes and trends, for reconsidering goals, and for articulating plans for the future. The year 1972 is such a time for The Claremont Colleges.

These colleges, individually and collectively, have experienced a half-century of fruitful development as a unique group of closely related but autonomous institutions. Many of their early goals and aspirations have been achieved or exceeded. Despite their relative newness, they are well-established and successful. They attract capable students, faculty, and trustees. They draw strong financial support. They have attracted to Claremont several affiliated institutions including the distinguished School of Theology and the Rancho Santa Ana Botanic Garden. They have demonstrated that the group plan works, and this successful experience has influenced many other colleges, universities, and consortia.

In the past seven years, the Claremont Colleges have engaged jointly in a major developmental effort sparked by a $5,000,000 challenge gift of the Ford Foundation made in the spring of 1965. The goal of the effort was to obtain additional funds of $81,000,000 and to apply this money in ways that would accelerate the already rapid advancement of the Colleges. This effort is now complete. In fact, gifts of more than $100,000,000 have been received. As a result the Colleges have advanced to new high levels of educational quality. At the end of such an effort it is time to ask: What has been accomplished? And, what next?

During these same seven years higher education in the United States has been running into heavy weather. The public, worried by student unrest and mounting costs, has become nervous and skeptical about our colleges and universities.

Higher education has been subjected to a barrage of criticism, both from within and without. It has been alleged that its instruction is pedantic and out of touch with reality, that it is in league with a sinister military-industrial complex, that it is unable to maintain order, that it condones loose morals, that it encourages subversion, that its management is inept and wasteful, that its tenure system harbors incompetents, that its goals are misdirected, that it is resistant to needed change and reform, that it fails to interest a large fraction of its students, that it emphasizes research at the expense of teaching, etc.

These conditions have put higher education--both public and private--on the defensive. Much of the effort of educators in the past several years has necessarily been directed toward holding things together rather than toward planning positively for the future. The normal continuity of planning has been interrupted.

In the past year, however, the campuses have quieted down, many critics are having second thoughts, and the institutions have been able to begin constructive change and renewal.

Fortunately, Claremont has been spared much of the trauma and public hostility. The trustees and friends of Claremont have been understanding and staunchly supportive. Moreover, the unique organization of closely associated small and personal colleges has helped Claremont through the recent national crisis of higher education. Nevertheless, it has not been totally spared and the crisis has absorbed much of the time and energy of trustees and administrators, and planning for the future has been disrupted.

Claremont has a largely new administrative team. Several retirements and resignations (after long tenures) plus changes in the central organization have brought new faces to the top administration. Five of the seven presidents, the Provost, the Chancellor, and four of the six deans have served less than three years.

For all these reasons, the time is right in 1972 for a reassessment and a major planning effort. During the current year, all parts of Claremont--the Colleges, the joint programs, and Claremont University Center--have been engaged in a coordinated planning effort. The results are presented in this document.

Lest these plans be taken too seriously, the words of a wise and respected Claremont dean should be quoted:

> The future is too inscrutable and I am impressed more--both institutionally and individually--by the chance occurrence of leadership, inspiration, and benevolence than I am by what few instances of forward planning I have come in contact with.

Plans for a period as long as a decade are, of course, highly tenuous. Conditions and opportunities not now known will call for revision even before the ink on this report is dry. Long-range planning may nevertheless be useful to clarify goals, to assess the financial implications of these goals, and to give perspective on short-run decision-making.

CHAPTER II

WHY IS THE FUTURE OF CLAREMONT IMPORTANT?

In a nation of 3,800 institutions of higher education with 8,500,000 students, one may ask: What importance attaches to six small colleges serving only about 4,500 students (or 5/100 of 1 percent of the total)? For several reasons, the Claremont Colleges are a national asset. Their survival and sound progress is important.

A. A Center of Excellence

These colleges have achieved an exceptional level of educational excellence. Excellence in whatever field it occurs, is rare and should be cherished, preserved, and extended.

B. The Private Presence in Higher Education

The need is urgent to strengthen the private sector of higher education in this country. American higher education has been built up as a dual system. The public and private sectors have complemented each other and each has made its unique contribution to education, research, and public service.

The special role of public higher education has been to accommodate large numbers of students at low fees and thus to keep the door of opportunity open to all. It has emphasized practical studies--but by no means exclusively so. The special role of private higher education has been to provide leadership and diversity. It has emphasized liberal studies--but not exclusively so.

The distinction between public and private is not sharp. Their functions are overlapping and examples of exceptional quality are found among both. One is not "better" or "more valuable" than the other. They both have their distinctive roles and both are needed.

In recent decades, the public institutions have grown more rapidly than the private ones so that the private influence has been diminishing relatively and may soon begin to diminish absolutely. Under these conditions, private institutions of educational and financial strength have a special obligation to remain sturdy and to extend their influence.

Such institutions, which are relatively few, have long been looked to for educational leadership. Their role in our society is to demonstrate the nature of academic excellence, to set academic standards, to keep alive and flourishing the ideal of liberal learning, to present a living example of freedom of thought, to be innovative and experimental. Their mission is to use the independence and flexibility that comes with privacy to demonstrate what a college or university should be like. The example and the competition of top private institutions, large and small, have been major factors in the freedom and advancement of the public sector.

The need for a strong private sector is more urgent today because of the intense pressure on the public sector. Many public institutions are underfinanced and overloaded with students; many are large and impersonal and plagued with uniformity; many are being fitted into state systems with increasing politics, bureaucracies, and rigid formulae; and in many the ideals of liberal learning are losing ground. The public institutions need the private sector as yardstick, experimenter, friendly competitor, and countervailing influence.

Another mission of private institutions is to add a much-needed element of diversity to the higher educational system. Especially as the number of students grows, and as the range of their interests and abilities widens, diverse institutions with differentiated programs and styles are needed. Public colleges and universities tend to become gigantic, all-purpose institutions directed toward the large middle group of students. Private colleges, on the other hand, can serve particular vocations and particular ethnic or religious groups; they may offer small, personalized community life; they may appeal to those who believe in the transmission of values through higher education; they may cater to those of exceptional ability or alternatively to those of low ability; they may offer unusual methods of instruction; they may provide opportunities for off-campus study or social service; they may appeal to adult learners; etc. Through the diversity offered by private institutions, the higher educational system can serve the needs of more people and offer more choices to students than would be possible, or at least likely, in a totally public system of higher education.

The need for leadership and diversity is especially urgent in the West where private higher education is relatively less developed than in the Midwest or East. Claremont is one of a very few strong and developing centers in the West which is capable of major influence upon the entire system of higher education. Its future therefore takes on special significance.

The relation of the public and private sector was recently considered by the distinguished Carnegie Commission on Higher Education with these conclusions:[1]

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[1] The Capitol and the Campus (New York: McGraw Hill, 1971), pp. 65-66.

> Neither quantitative measures nor lists of distinctions tell the real importance of the private sector to American higher education. The presence of the private sector has added to the range of diversity and potential for experimentation in American higher education. Because of the interaction of public and private segments, higher education in the United States has been a more dynamic evolving force, and as a system, has avoided many of the major bureaucratic problems so frequently inherent in more centralized systems. . . .
>
> The Commission believes that there is continued need for a strong private sector in American higher education. The presence of the private sector extends diversity, provides a valuable dimension for developing quality, aids in protecting autonomy for all higher education, and fosters the type of institution which gives individual treatment to individual students. . . .

C. The Group Plan

Claremont is the pioneer and the principal exponent in the United States of the "cluster" or "group" plan of organizing higher education. This form of organization--small independent colleges located contiguously and sharing certain joint facilities--allows the best of two worlds: collegial communities of personal, human scale and the outlook and facilities of a major center of learning.

The group plan also has other advantages that are not so widely recognized. It allows for the efficiency of large scale without excessive size of institutions. It facilitates experimentation and change which occurs more easily through the creation of new colleges and joint enterprises than through the modification of existing ones. It provides a means to internal diversity not open to a conventional university, since each of the colleges can and does take on a distinctive character and spirit. Thus, the group can accommodate a wide range of students and faculty, and provide interaction among differing styles of education. At the same time, an atmosphere of healthy competition and standard-setting is created which leads each college to try to excel its sister institutions, or at least not to fall behind them, in performance.

Decentralization probably produces a higher level of managerial initiative and imagination than is found in more hierarchical forms of organization. Decentralization also favors staff and student loyalty and makes possible the involvement of large numbers of lay leaders as trustees and advisers. Even in fund-raising, six institutions actively seeking support may be more effective than one single institution of equal aggregate size.

Still another advantage is that each member of the group is financially responsible for its own activities, and in principle, each shares in the finance of joint programs in proportion to benefit. Thus undergraduate instruction is not weakened by the siphoning off of disproportionate funds to graduate and professional education, as is common in conventional universities.

True, these advantages are bought at some cost. Economies of scale are sometimes sacrificed, and duplication of effort is not unknown. Coordination requires a great deal of meeting and negotiating. As will be discussed at some length in this report, the effective mobilization of academic resources within each discipline presents difficulty. But, on balance, the almost universal testimony of those who work in the Claremont Colleges is that the group plan is a resounding success and that it surmounts many of the problems and frustrations of conventionally organized universities.

The group plan has been widely adopted in various forms throughout the United States and Canada. The Atlanta University Center, The University of Toronto, the University of the Pacific, the University of California at Santa Cruz and at San Diego and other institutions operate on the group plan; about twenty-seven universities and colleges (e.g., Michigan State and Redlands University) have "spun off" new small colleges; and groups of existing colleges in many regions have banded together into consortia for exchange of services and joint provision of facilities. The recent financial pressure on small colleges has encouraged the consortium movement, and at least sixty-five cooperating organizations are now in operation.[2] Claremont is looked to as a source of experience and knowledge by collegiate groups or clusters. As a strong group it is in a good position to carry out further research and development. As the American pioneer of the group plan, Claremont should continue its leadership role.

D. Summary

Claremont is important because it is an island of proven excellence in American higher education, because the private presence in higher education at this time needs strengthening, and because it is perhaps the most influential example of the group plan, a significant and promising concept in higher education.

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[2] For a list of "Colleges and Universities with Subcolleges, 1969," see Carnegie Commission on Higher Education, New Students and New Places (New York: McGraw Hill, 1971), pp. 140-142; for a list of consortia, see Lewis D. Patterson, Consortium Directory (Kansas City: Regional Council for Higher Education, 1971). If one includes under the term "consortium" all cooperative arrangements among colleges, the number would be much higher. See Lewis D. Patterson, "The Potential of Consortia," Compact (October, 1971), 19.

CHAPTER III

A NOTE ON THE HISTORY OF THE CLAREMONT COLLEGES

The form and mission of an institution, and its possibilities for the future, are an outcome of its past. A useful first step in looking to the future is to review the history out of which that future will take shape. This review has been provided in detail by the late William W. Clary in his perceptive and definitive history The Claremont Colleges.[1] Only a few salient parts of the history, relating chiefly to underlying philosophy, need be repeated here.

A. Dr. Blaisdell's Concept

The group plan for Claremont was largely an invention in the early 1920's of Dr. James A. Blaisdell, then President of Pomona College. The most frequently quoted statement of his intentions was in a letter he wrote to Miss Ellen Browning Scripps in 1923:

> I cannot but believe that we shall need here in the South a suburban educational institution of the range of Stanford. My own very deep hope is that instead of one great, undifferentiated university, we might have a group of institutions divided into small colleges--somewhat on the Oxford type--around a library and other utilities which they would use in common. In this way I should hope to preserve the inestimable personal values of the small college while securing the facilities of the great university. Such a development would be a new and wonderful contribution to American education.

In 1925, Dr. Blaisdell prepared a "Preliminary Statement Submitted for Consideration by the Committee on Future Organization." This statement was, as Mr. Clary observes, "the basis on which the Pomona Board of Trustees acted and may well be deemed the original constitution of The Claremont Colleges."[2] In this document, Dr. Blaisdell wrote:

> In all discussion which has taken place, an increasing distinction has been made between (1) academic centers, which are understood to be those points at which buildings having distinctly academic utilities are grouped, i.e., laboratories, libraries,

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[1] Claremont University Center, Claremont, 1970.

[2] Ibid., p. 3.

> recitation halls, gymnasia, etc., and (2) colleges, which are understood to be residential accommodations, i.e., dormitories, dining hall, commons rooms, informal libraries, chapels.
>
> It is conceived that several "colleges" might be organized around a comparatively small number of "academic centers." These colleges should be constructed and equipped to allow the most cultural and stimulating influences to operate upon resident young people. They should be of differing types and form, and should gradually develop some distinct traditional qualities. . . .

These and other passages indicate that Dr. Blaisdell apparently envisioned a group of closely-linked small colleges that collectively would one day become a notable university engaged in advanced as well as undergraduate study. He envisioned the colleges as primarily residential units, each with a distinctive "personality" and with shared academic facilities and programs. He recommended that the diplomas be given or at least endorsed by the group.

Dr. Blaisdell's concept was followed in some respects but not precisely or fully. The Colleges did become residential units, but they acquired their own academic faculties, buildings, and equipment, and became largely self-contained academically. Their joint programs tended to center in non-academic areas such as business operations, maintenance, utility service, student health, book store, etc. Academic cooperation was primarily in the form of cross-registration of students rather than in the sharing of faculty, buildings, and equipment. Eventually, the libraries were unified and various joint academic programs established, such as the Four-college Science Center, the Computer Institute, ethnic studies programs, and others. But basically, Claremont became a cluster of academically self-contained colleges, not a cluster of residential institutions sharing common academic facilities.

B. Graduate Study

In the area of advanced study, Claremont was a slow starter. The scale of graduate study was quite limited until the 1960's when rapid expansion occurred. Ph.D.'s are now offered in fourteen fields and masters' degrees in twenty-two fields. Nearly one hundred doctorates and over two hundred masters' degrees are now awarded each year. Despite the rapid progress of the Graduate School in the past decade, Claremont is engaged predominately in undergraduate study.

C. New Colleges and Affiliates

Since the group plan was launched, new colleges have been formed on the average of about once a decade:

Scripps College	1926
Claremont Graduate School	1927
Claremont Men's College	1946
Harvey Mudd College	.1955
Pitzer College	1963

The assumption has gained acceptance that new colleges should continue to be established at about the one-a-decade rate. But there is no formal policy to this effect.

In addition to the creation of new colleges, the group has attracted several non-member affiliated institutions which have become cooperating and friendly neighbors. These affiliates, with the date of their establishment in Claremont, are:

Rancho Santa Ana Botanic Garden	1951
The Blaisdell Institute for Advanced Study in World Cultures and Religions	1956
The School of Theology at Claremont	1957
The Francis Bacon Foundation (Library)	1960
College Student Personnel Institute (later merged into Claremont Graduate School)	1963
Center for California Public Affairs	1970

On two occasions the Claremont Colleges considered the affiliation of well-established liberal arts colleges. In 1933, a preliminary agreement was reached by which La Verne College would have joined the Claremont group while continuing to operate on its own campus six miles distant. During the period 1964-1970, detailed arrangements were worked out with Immaculate Heart College to move from Hollywood to a location adjacent to The Claremont Colleges and to operate as an affiliate. In both cases, the preliminary plans were not carried out. However, the history of the group clearly reveals hospitality toward qualified colleges and institutes that wish to locate in Claremont as affiliates adjacent to the campuses.

D. Organization

The history of Claremont has been marked by frequent organizational changes. The group, as a pioneer of the cluster idea, has had to learn through trial and error how to organize and administer what is in essence a confederation of autonomous but cooperating entities. Continuing adjustments have been needed, and will continue to be needed, to reconcile the separate interests of the colleges with the interests of the group. The strength of Claremont derives as much from the competition among the member colleges as from their cooperation. Competition is an energizer and also a powerful force for quality control.

As the group has grown, it has had to modify the rather informal administration of earlier days. Throughout, even up to the present, contractual relationships have been quite loose and general; the group operates primarily through common law and common sense based on mutual trust--though not always based on spontaneous and complete agreement.

In 1971, a new administrative plan was adopted. Previously, the joint programs had been largely administered by The Council (consisting of all the presidents) with each of the presidents serving as part-time Provost one year at a time in rotation. Beginning in 1971, a permanent and full-time Provost was appointed to be administrator of the joint programs under the general supervision of The Council. Previously, the head of Claremont University Center had been involved in administering the Graduate School, in planning and development for the group, and to some extent in administration of group affairs. In 1971, a full-time President of the Graduate School was appointed and the office of Chancellor for group planning and development was created.

E. Distinctiveness of the Colleges

Each college differs quite markedly in character and concept from the others. This fact makes Claremont a fascinating case study in American higher education. Each college was founded with a particular style or personality in the intent of its founders. Pomona has the unmistakable marks of a New England or Middle-Western liberal arts college in the Congregational tradition of Amherst, Oberlin, or Carleton; Scripps is a New England women's college; Claremont Men's College, through its emphasis on economics and politics, is devoted to preparing young men for careers in government and business; Harvey Mudd College is designed to educate future scientists and engineers who will have positions of administrative and social responsibility; Pitzer College is a highly experimental and flexible institution with characteristics comparable to those of Antioch, Goddard, or Bennington. The colleges have of course changed over time; yet each has followed faithfully the intentions of its founders.

The history of Claremont suggests that its role as innovator has operated primarily in the creation of new colleges. Each new institution has introduced a fresh vision or a new emphasis and has maintained or even sharpened its distinctiveness over time. Claremont through its capacity to found new colleges has a remarkable mechanism for innovation and for achieving internal diversity, a mechanism not open to conventionally organized universities. The smallness of The Claremont Colleges also facilitates change in that any one college is completely free to experiment on its own. It is not necessary to move a ponderous university to bring about change in Claremont.

F. Policies

Out of the history and experience of The Claremont Colleges have emerged some basic policies. These are, of course, subject to review but they are so firmly established that they form a starting point from which planning must take off. These policies are:

1. The group plan as developed at Claremont during the past half century has been eminently successful, is well-suited to the educational needs of the future, and should be preserved and strengthened. Though there may be suggestions for changes in organization (some will be made in this report), there is no sentiment in Claremont among students, faculty, administration, or trustees for abandonment or drastic change in the group plan.

2. Education at Claremont should on the whole be conducted in small, personal, and collegial institutions. Most undergraduate students should be in residence on the campus. Each college should be conducted with personal attention to students and concern for them as unique individuals.

3. Each member college should be free to cultivate its own programs and its own individual style. It should cooperate when its programs will be enriched or its costs reduced thereby, and it should conduct its affairs so as to add to the strength and good name of the group. The interests of the individual colleges and of the group should be balanced so that the group is effective while the distinctiveness and freedom of action of each college is preserved.

4. Any activity of any of the Colleges or of the group should be marked by unimpeachable quality and high academic standards. Operating economies should be constantly sought but only when consistent with high quality.

5. All the colleges of Claremont, including any professional schools that may be established in the future, should be deeply committed to liberal learning.

6. The admission of students should be highly selective, but non-discriminatory in all respects except academic ability and promise of achievement and leadership. The student bodies should be diversified to include men and women of all ethnic, religious, and economic backgrounds.

7. Every effort should be made, through high salaries and excellent working conditions, to enlist and retain exceptionally able faculties who are dedicated to both teaching and scholarship.

8. The appearance, atmosphere, activities, and facilities of the several campuses should be conducive to successful learning and personal inspiration.

9. The Colleges should be innovative, in the sense of being open to soundly conceived new subjects and new methods,

but should be equally concerned to preserve and reinforce the best of the old ways.

10. The Colleges, individually and collectively, should have a relatively limited range of functions. They should not try to cover every known field of learning or engage in far-flung service programs beyond their immediate educational and scholarly needs.

11. As sound ideas, leadership, and money may be found, Claremont should from time to time add new colleges and new affiliates.

G. Some Questions

The above are some of the policies that are almost universally accepted in Claremont. Other matters of import relating to the long-range future of the group have not been so neatly settled. They may be presented in the form of some basic questions.

No decisions have been reached as to what kind of new colleges should be created. Should they be undergraduate colleges? Professional schools? Secondary schools? Ethnic study centers? Adult education or external degree programs? There are many possibilities, some of which will be discussed in this report.

Similarly, no decisions about possible new affiliates have been made. The present affiliates all complement the faculty, programs, and facilities of the Claremont Colleges. They cooperate in a variety of ways and they all use the joint programs of the Colleges to varying degrees. They are in every sense part of the Claremont intellectual community and assets of enormous value. Should additional affiliates of appropriate type be encouraged to settle in Claremont?

Dr. Blaisdell envisioned that Claremont would some day become "one of the important educational centers of the world" or an "educational institution of the range of Stanford" or "somewhat on the Oxford type" or a "great university." Claremont today is a set of five small undergraduate colleges, a Graduate School of limited scope, some well-organized common facilities, and some nearby affiliates. It is a distinguished center, in its own way quite unique--but it is hardly comparable in mission or outlook to Stanford or Oxford and cannot be characterized as a "great university." In fact, the very term "university" is not widely popular in Claremont. Should Claremont proceed over the years to become the great university Dr. Blaisdell envisioned? Or should it aspire to a center of learning of high distinction but limited range, perhaps comparable to Princeton, Cal Tech, or Rockefeller University?

Dr. Blaisdell also looked forward to more joint planning and sharing of academic staff, facilities, and curricula than the colleges have in fact achieved. He envisioned widespread sharing of professors, academic buildings and equipment and much joint academic planning. In fact, the principal academic sharing has been in the form of cross-registration which gives students access to courses throughout Claremont, but is not based on sharing of facilities or on joint academic planning. Other academic cooperation has involved the Library, the Computer Center, the ethnic studies centers, the Four-College Science Program, and participation of undergraduate faculties in graduate instruction. These are not inconsiderable; nevertheless, most of the joint programs in Claremont are in non-academic areas such as physical plant operation, business management, and student health. In the academic realm, the colleges tend to be largely self-contained.

Perhaps the most frequent criticism of Claremont, both from outside and inside, is that joint academic planning and sharing are limited. As a result, it is said, the resources of each discipline are scattered in small, partially duplicative units in the several colleges and are ineffectually mobilized. The rejoinder to this criticism is that if the Claremont-wide planning and sharing within each of the disciplines were achieved, the distinctiveness and collegiality of the individual institutions would be impaired.

The issue of academic coordination is of considerable importance in the future of Claremont. Strong academic coordination favors the strengthening of the disciplines; weak academic coordination favors the development of self-contained and distinctive colleges. Doubtless, the solution is to seek the best of both worlds through compromise. Such compromise may be facilitated in the near future by the need for cost-cutting. Should Claremont move toward greater academic coordination?

The questions posed in this section will be considered at some length in the latter part of this report.

CHAPTER IV

SEVEN YEARS OF PROGRESS: THE CHALLENGE CAMPAIGN AND ITS RESULTS

One of the most significant episodes in the history of Claremont has been the progress of the group during the past seven years (1965 - 1972). In 1965 the Ford Foundation made a grant to The Claremont Colleges of $5,000,000 subject to the condition that $15,000,000 in additional funds be raised by the Colleges within three years. This grant set off a chain of events of incalculable effect.

The Colleges decided to enlarge the effort, and launched a seven-year campaign to raise $81,000,000 exclusive of the Ford grant, or $86,000,000 in all. Some of the funds were to be used for group purposes and some for the individual colleges--the goals set by the several colleges were as follows:

Pomona College		$ 23,966,000
Scripps College		6,930,000
Claremont Men's College		13,000,000
Harvey Mudd College		18,750,000
Pitzer College		7,150,000
Claremont University Center (including Claremont Graduate School)		11,204,000
	Total	$ 81,000,000
	Ford	5,000,000
		$ 86,000,000

Despite the fact that two of the colleges have not quite reached their goals,[1] the campaign has been on the whole a resounding success. Gifts, grants, and pledges received since 1965 have totaled well over $100,000,000. This money enabled the Colleges to move forward in a decisive fashion on many fronts.

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[1] The reason being not that the campaign did not succeed, but that the goals were set a bit too high.

The sources of the funds were distributed as follows:

Trustees	23%
Government grants	14
Non-alumni individuals	11
Corporations and organizations	7
Bequests	17
Foundations	16
Life income and annuities	8
Alumni	4[2]
Total	100%

Records on the use of the funds obtained are available only for the period through June 30, 1971 when $92,683,000 had been received. This amount was allocated--almost precisely in accordance with the original plan--about as follows:

Endowment	$ 32,429,000	35%
Physical plant	26,757,000	29
Current expenditures	28,765,000	31
To be designated	4,732,000	5
Total	$ 92,683,000	100%

The purposes to which the money had been assigned are shown in these figures:

Faculty salaries	$ 30,107,000	32%
Faculty research	3,892,000	4
Special educational programs	11,008,000	12
Library	4,192,000	4
Student aid	11,994,000	13
Physical plant	26,757,000	30
Unassigned or other	4,733,000	5
Total	$ 92,683,000	100%

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[2] Because of the newness of most of the Claremont Colleges, they have relatively few alumni.

The overall progress of the Colleges since 1964-65, resulting largely from the gifts and grants, has been substantial.

During this period, Pitzer College accepted its first students, built the bulk of its campus, and grew to be a well-established college of about 700 students, 45 faculty members, and an annual budget of more than $2,000,000.

Total enrollment (full-time equivalent) of all the Colleges increased from 2,973 in 1964-65 to 4,441 in 1970-71, or by 49 per cent. Meanwhile, the ability level of students as measured by scores on entrance examinations, already very high, was raised.

The Colleges embarked on an ambitious program of recruiting, counseling, and educating students from minority groups and of providing increasing financial assistance to other students of moderate income. The number of minority students increased from a handful in 1964-65 to 567 in 1970-71, and is still growing. Expenditures for minority student programs totaled $2,843,000 during the period, and is now running at about $1,000,000 a year. Student financial aid from institutional funds increased from $1,022,000 in 1964-65 to $2,636,000 in 1970-71.

The faculty was expanded from 300 to 423 members and average faculty compensation was raised from $11,404 to $16,393.

The Honnold Library collection was expanded from 544,000 to 727,000 volumes, and operating expenditures for the Library increased from $281,537 to $908,380. Three new library buildings available to all Claremont students were opened: Seeley Wintersmith Mudd Library, which serves as an addition to Honnold Library; an addition to Denison Library in Scripps College; and the Sprague Library in Harvey Mudd College.

A major expansion and improvement of physical plant occurred. The book value of the physical plant increased from $40,780,000 to $77,780,000. The following major buildings were constructed:

Pomona College

Oldenborg Center (residence and dining)

Gladys Shepard Pendleton Women's Physical Education Center

Seaver Chemistry Building

Edmunds Union (reconstruction and addition)

Thatcher Music Building

Mason Hall (reconstruction)

Bridges Hall of Music (reconstruction)

Carnegie Building (reconstruction)

Smiley Hall (remodeling)

Scripps College

Drake Addition to Denison Library

Humanities Building

Routt-Frankel Residence Halls

Balch Hall (addition)

Claremont Men's College

Bauer Center (classroom-office)

Claremont Hall (residence)

Fawcett Hall (residence)

Marks Hall (residence)

Story House

President's House (reconstruction)

Gymnasium (addition)

Harvey Mudd College

Marks Hall (residence)

Pool and Locker Room Building

Parsons Hall (engineering)

Galileo Hall (auditorium)

Sprague Library

Science Building

Old Science Building (remodeling)

Columbia Mall

Pitzer College

Entire campus of ten buildings

Claremont Graduate School

Harper Hall East (offices)

McManus Hall (classroom-office)

Benezet Psychology Building

Graduate Wing of Project Libra (studio-office)

Harper Hall (remodeling)

Joint Programs

Garrison Theater (addition)

Seeley Wintersmith Mudd Memorial Library

Huntley Bookstore

Pendleton Business Building (addition)

Four-College Science Center (laboratory-classroom-office)

In addition to the major buildings, innumerable projects were undertaken involving minor additions, remodeling, and utility improvement. Also much equipment and many parcels of land for future expansion were acquired.

Endowment increased from $39,508,000 to $67,666,000 at book value and from $46,481,000 to $79,279,000 at market value; total assets increased from $111,732,000 to $186,175,000; and total operating expenditures from $9,461,000 to $25,615,000.

A reorganization of the central administration of the Colleges was carried out involving the appointment of a president for Claremont Graduate School, a Provost to administer joint programs, and a Chancellor for long-range planning and development. Offices of Institutional Research, Joint Campus Planning, Continuing Education, and Personnel were established.

The Colleges worked their way through one of the most turbulent periods in American educational history, not without incident or controversy, but with no serious disruption or festering tension.

Modifications in courses and curricula, and new educational programs--too numerous to mention--were adopted or extended. Examples are: independent study in many forms, freshman seminars, study abroad, off-campus study in the United States, early admission, acceleration of programs, modified grading systems, public policy studies, Black Studies, Mexican-American Studies, Urban Studies, combined programs with engineering and law schools, the Athenaeum program, the freeing of specific course or distribution requirements for degrees, and many others.

The seven year period since April 1965 has been one of spectacular advancement in the outward features of the Colleges that can be observed and measured. Many of those close to the affairs of Claremont are of the opinion that corresponding progress was made in those intangible qualities that are the essence of true education--conscientious personal interest in students, effective teaching, creative scholarship, freedom of inquiry, and spirited discussion.

Some evidence about the intangibles comes from a recent survey of graduates of the past three years representing all the undergraduate colleges. Some of the questions and the responses are summarized as follows:

1. How important to you was the affiliation of your college with The Claremont Colleges when you decided to enroll?

Very Important - 42%; Fairly - 34%; Not Important - 23%; No comment - 1%.

2. Did the smallness of your college help produce a good relationship with faculty?

Yes - 92%; No - 8%.

3. How good?

Very Good - 60%; Good - 25%; Fair - 11%; Poor - 3%; No comment - 1%.

4. Did the smallness of your college help produce a good relationship with fellow students?

Yes - 88%; No - 9%; No comment - 3%.

5. How good?

Very Good - 56%; Good - 36%; Fair - 4%; Poor - 3%; No comment - 1%.

6. How would you rate the general idea of the cluster concept?

Good - 89%; Fair - 11%; Poor - 0%.

7. Could you comment on how well The Claremont Colleges actually implemented the cluster plan?

Good - 30%; Fair - 8%; Needs improvement - 31%; No comment - 31%.

8. If you were starting over, would you choose the same college?

Yes - 75%.
No, but would choose another of the Claremont Colleges - 10%.
No, would choose another college elsewhere - 13%.
No comment - 2%.

In conclusion, historians may some day see the past seven years as a time of radical changes in attitudes, way of life, extracurricular interests, and aspirations of college-age men and women. In such a period, it is hard to judge institutional progress. Yet, most careful observers believe that sound material and human foundations were laid, and that the leadership of Claremont steered their colleges and the group through the swirling changes of that period with sensitivity and wisdom. As a result, The Claremont Colleges are well-prepared to move forward in the next decade.

CHAPTER V

SOCIAL CHANGE AND ACADEMIC PLANNING

The Claremont Colleges, like all colleges and universities, work within a social environment. What they can do, and what needs to be done by them, are influenced by change in that environment. Such a change has a bearing on the objectives, policies, functions, and style of an institution as it tries to serve society and as it seeks to be prophetic toward society. This Chapter is a brief review of possible social changes that should be considered in planning for The Claremont Colleges.

A. Enrollment

Long range projections of enrollment are particularly difficult now because of rapidly changing and highly uncertain birth rates and because of fluid conditions in higher education and in public attitudes toward it.

A recent report of the Bureau of the Census estimates college enrollment in the year 2000 as somewhere between 9.3 and 19.0 millions! Recent studies of the Carnegie Commission on Higher Education provide the best available figures on past changes and estimated future changes in U. S. population and college attendance. See Table 1, page 21.

The number of persons of college-age is expected to grow until about 1980, to decline temporarily thereafter, and to resume its upward trend in the 1990's. The percentage attending post-secondary education is expected to grow, though at a declining rate, through the remainder of this century. Some of the growth will be due to enlarged opportunities for ethnic minorities, the poor, women, adults of all ages, and young people not qualified for traditional programs.

The result of these changes is that the rate of growth in enrollment will probably slow down, and will level off during the 1980's. Nevertheless, the number of students in higher education is expected almost to double between 1970 and 2000. These figures suggest that by the year 2000 enrollment will be nearly half of all persons between the ages of 18 and 24 and undergraduate enrollment will be nearly three-fourths of all those of ages 18 to 21. The Carnegie Commission expects by 2000 reasonable equality of opportunity in the sense that it will be "as possible for young

TABLE 1

LONG-TERM TRENDS AND PROJECTIONS IN U.S. POPULATION AND DEGREE-CREDIT POST-SECONDARY ENROLLMENT[1]

(000 Omitted)

Year	Number of Persons Age 18-24	Undergraduate Enrollment	Graduate Enrollment	Total Enrollment	Total Enrollment as % of Persons Age 18-24	Undergraduate Enrollment as % of Persons Age 18-21
1870	4,730	52	-	52	1.1%	1.7%
1880	7,250	116	-	116	1.6	2.7
1890	8,720	154	2	157	1.8	3.0
1900	10,350	232	6	238	2.3	3.9
1910	12,240	346	9	355	2.9	5.0
1920	12,720	582	16	598	4.7	7.9
1930	15,290	1,053	47	1,101	7.2	11.9
1940	16,420	1,388	106	1,494	9.1	14.5
1950	16,120	2,422	237	2,659	16.5	26.9
1960	16,140	3,227	356	3,583	22.2	33.8
1970	24,480	6,840	930	7,770	31.7	47.6
1980	29,490	10,080	1,570	11,650	39.5	59.2
1990	25,290	9,660	1,720	11,380	45.0	67.4
2000	29,720	12,700	1,980	14,680	49.4	72.6

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[1] Carnegie Commission on Higher Education, New Students and New Places (New York: McGraw-Hill, 1971), pp. 127-128.

persons of equal ability from the lower half of the socio-economic scale to attend higher education as it now is for young persons in the upper half. . . ."[2]

In recent years, the growth in enrollment has been faster in the state colleges and two-year community colleges than in the major universities and liberal arts colleges. The newer types of institutions have been gaining on the traditional ones. This phenomenon has been due in part to conscious choice on the part of the major universities and liberal arts colleges many of which have limited their enrollments. The Carnegie Commission expects these differential trends to continue. (See Table 2, page 23.) Between 1970 and 2000, enrollments are expected to increase by over 100 per cent in the comprehensive four-year colleges and two-year colleges; whereas, enrollments are expected to increase by 66 per cent and 58 per cent in the major universities and liberal arts colleges. In the case of the highly-selective liberal arts colleges (among which The Claremont Colleges would be included) the projected increase is 43 per cent. This is a substantial increase and suggests that the selective liberal arts colleges will continue to have a sizeable student clientele. The validity of these projections will of course depend in part on the future finance of higher education--especially on whether the gap between public and private tuitions widens or narrows.

B. Competition

At the turn of the century, 62 per cent of higher educational enrollment was in private institutions. After World War I, the percentage fell to just under 50 per cent and remained at about that level until 1950. Since then, even though total private enrollment has increased absolutely, the private share has fallen to 25 per cent in 1970 and is expected to decline further in the decades ahead. By the year 2000, it will probably be around 15 per cent.

Table 3 (page 24) offers some insight into changes in the public-private relationships. Since 1930 many new institutions have been created in both the public and private sectors, relatively more in the public sector. The average size of institutions has also grown in both sectors, much more rapidly in the public than in the private sector. The average public institutions now has an enrollment of nearly 5,000 students. The nation's growth of enrollment has been due largely to the willingness and ability of public institutions to increase their size.

The private sector, with its philosophy of limited enrollments and personalized education, could have held its share of total enrollment, and its relative influence, only if new private institutions had been created at a spectacular rate. The position of private education will continue to decline unless new institutions are created or the philosophy of limited enrollment is changed. Neither of these is likely.

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[2] *Ibid.*, p. 2.

TABLE 2

PROJECTIONS OF U.S. ENROLLMENT IN HIGHER EDUCATION BY TYPE OF INSTITUTION, 1963-2000[3]

	ENROLLMENT IN THOUSANDS					Percentage Increase	
Type of Institution	1963	1970	1980	1990	2000	1963-1970	1970-2000
Doctoral-granting Universities	1,870	2,537	3,471	3,361	4,205	36%	66%
Comprehensive Four-year Colleges (mainly state colleges)	1,344	2,643	4,171	4,060	5,375	97	103
Two-year Colleges	852	2,348	3,994	3,898	5,291	176	125
Specialized Institutions	161	288	443	431	564	79	96
Liberal Arts Colleges:							
Highly-selective	-	156	194	187	223	-	43
Less-selective	-	522	704	681	847	-	62
Sub-Total	557	678	898	868	1,070	22	58
GRAND TOTAL	4,784	8,494	12,977	12,618	16,505	78	94

The trends described here raise the question of whether private higher education may be going the way of private secondary education. Several decades ago, with the advent of the comprehensive public high school available without tuition within commuting distance of every child, many of the old private residential secondary schools declined and disappeared. Relatively few schools, some of them distinguished such as Andover, Exeter, Webb, and others, survived. Many private day schools are still flourishing though the parochial schools have come under great competitive pressure and many are being liquidated.

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[3] *Ibid.*, pp. 18, 136-137. The totals do not agree with those of Table 1 because it refers to degree-credit enrollment whereas Table 2 refers to all enrollment. Both tables include part-time students and are not adjusted to full-time equivalents.

TABLE 3

CHANGES IN NUMBER OF INSTITUTIONS AND ENROLLMENT PUBLIC AND PRIVATE SECTORS, 1930-1970[4]

			1930	1970	Ratio[a]
Number of Institutions:[b]	Private		890	1,514	1.7
	Public		519	1,313	2.5
		TOTAL	1,409	2,827	2.0
Enrollment:	Private		568,000	2,132,000	3.7
	Public		533,000	6,364,000	11.9
		TOTAL	1,101,000	8,496,000	7.7
Average Enrollment per Institution:					
	Private		638	1,408	2.2
	Public		1,027	4,847	4.7
		TOTAL	781	3,005	3.8

[a] Rating is number in 1970 divided by number in 1930.

[b] Refers in most cases to campuses.

Like the private boarding schools of several generations ago, private colleges are facing the competition of public institutions available within commuting distance of most of the population, charging tuitions far below those of private colleges, and many offering education of high quality.

The competitive situation may be further affected by a new development in higher education usually referred to open-endedly as "non-traditional study." This concept encompasses: (1) newer methods of study including various forms of home study, use of mechanical aids to instruction, work experience and on-the-job training, community service, travel, etc.; (2) inclusion of both regular college students and students not now commonly served by higher education such as young persons who cannot afford to attend college, persons without high school diplomas, housewives, men and women in mid-career, members of the armed services, inmates of penal institutions, handicapped persons, the elderly, persons living in remote areas, etc.; (3) the award of "external degrees" for study conducted partly or wholly off-campus and through unconventional means; and (4) various proposals for accelerating higher education. Prominent in discussions of non-traditional study is the increasing recognition of experience in work, community service, and social action for academic credit.

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[4] Ibid., pp. 130-131 and Statistical Abstract of the United States, 1969, pp. 100-101.

The changes lumped together as "non-traditional study" will not be effected instantly, but they are imminent. They are being pushed hard by major foundations, by the Federal government, and by companies that have entered the education business. Non-traditional study could be a serious competitor of established institutions and programs for both students and funds.

C. Admissions

Until World War II, most American colleges and universities imposed few admission requirements other than a secondary diploma, the necessary funds, and good "character." Colleges were differentiated on the basis of educational quality and social prestige but not sharply distinguishable on the basis of academic admission standards. The students of each institution tended to be homogeneous as to background and outlook and were in fact mostly from middle-class families and of middle-class inclinations.

With the flood of students since World War II, the institutions have become highly stratified, largely because of selective admission policies based on high school grades and test scores. The strongest or most prestigious institutions have tended to draw the students with the highest grades and scores. These admission policies have come under criticism. A policy of open admission has been adopted in some previously selective institutions, the use of entrance examinations has been ended in others and questioned in many, and opposition to elitism and meritocracy in higher education is being increasingly expressed. Meanwhile, through the effort of selective institutions to accommodate students from minority groups, admissions requirements have been modified and separate programs for various groups of students have been created. Perhaps most important, the basis of student selection--which rests heavily on grades and scores--is being questioned even in institutions that intend to remain selective.

The admissions policies that developed after World War II may be modified in the years ahead. Selective institutions such as The Claremont Colleges will undoubtedly be confronted with the issue long before the turn of the century. Indeed, some selective colleges may be forced to "open" their admissions in order to fill available places. Necessity might become a virtue.

D. Manpower Requirements

The economic outlook for the next several decades suggests that there will be no shortage of tasks for highly educated people.

Long-term trends toward substitution of machines for unskilled labor will persist, and labor will become increasingly white-collar, managerial, and professional. Goods-producing will require an ever-smaller fraction of the work force and service-producing a larger fraction. Services such as health-care, education, government, recreation, the arts, etc., will account for a rising share of the GNP.

At the same time, the nation faces colossal social tasks. Among them are conquering poverty, achieving racial justice, renewing the cities and housing, restoring order, improving health and education, renewing the environment, developing the arts, keeping the peace, restraining world population growth, and aiding the developing nations. These tasks will require great cadres of dedicated and professionally competent persons. They will stretch our resources in educated, skilled, sensitive, insightful people. The nation may of course not rise to its responsibilities and not achieve all these things. The demands for educated people would then be less. But one of the purposes of education is to train people who will have the vision and the incentive to do these things and to see that they get done. Education is not designed merely to supply a given market for good works; it is designed to create the market. The tasks ahead are so vast that there will be no shortage of work to be done but a shortage of the necessary human skill and knowledge. The number of needed administrative, professional, and technical people will greatly exceed any past requirements.

In recent years, a new technique, national manpower analysis and planning, has emerged. One by-product that has gained acceptance in high places is the concept that the future manpower requirements of the nation can be reliably predicted and that higher education should be geared to these projections. This concept leads to a frequent criticism that higher education is not sufficiently oriented toward vocational objectives and is not properly mindful of future manpower "requirements."

Higher education is said to be "producing" too many college graduates, too many Ph.D.'s, too many engineers, not enough physicians or lawyers, or too many or too few of this or that occupational group; also that it is providing too much academic education and not enough vocational training. Education, it is said, should be centrally planned to supply the "right" quantities of each type of manpower.

These criticisms, though plausible within limits, are basically mistaken and dangerous. They are a grave threat to one of the most sacred human rights, free choice of occupation. The particular skills that will be needed by the economy at given future dates are quite indefinite. If we are at war, we shall need one set; if we decide to concentrate on our domestic social problems, we shall need another set; if we decide to emphasize private consumption, we shall need a still different set; unforeseen technological changes will call for still different skills. The manpower requirements depend on what it is we want to do. Indeed, what we want to do or can do will be affected by the kinds of manpower we have--by the way they have been educated, by the values they cherish, by the tasks they think worth accomplishing. The adjustment between what people want to do and the kinds of people the economy can employ is a two-way adjustment. It is helpful to supply young people and their parents with the facts about various careers and estimates of opportunities under varying assumptions about the future. But educational planning should respond primarily to the free choices of students, as they assess their interests and their opportunities, not to the manpower plans of public officials.

E. Leisure

That leisure will grow in the years ahead is a widely-held belief. From this belief many conclude that education should gear itself increasingly to contemplative, artistic, and other leisure-time pursuits.

Though no one can be sure about the future of his leisure, most of the evidence suggests that it is not increasing. For example, the number in the labor force as a per cent of the working-age population has slowly but steadily risen from 57 to 60 per cent during the period since World War II. U. S. Department of Labor projections into the future also show slight increases in labor force participation. Similarly, average weekly hours of work have held steady in most industries since World War II.[5] The prevalence of overtime work, moonlighting, and overwork--especially for those in the higher echelons of American life, suggests that people do not necessarily wish to work shorter hours.

Perhaps more important, the American people are not getting increasing amounts of genuine free time even in their non-working hours because of the time involved in commuting, in caring for their possessions, and in pursuing all the time-consuming activities that go to make up a high standard of living.[6]

The underlying values of the current under-30 generation relative to income and possessions are sometimes thought to presage an eventual increase in genuine leisure. Possibly a new era--less preoccupied with work and with the things money will buy--lies ahead. But these same young people are also bent on solving America's social problems. In the end the urge for achievement may overcome the urge for leisure. It may be too soon for colleges to shift very far from education for careers over to education for leisure.

F. Human Individuality

Another social trend concerns human individuality, the inner experiences of persons, and relations among persons. This trend is reflected in the emotion-charged drive to remove inequality and discrimination among persons. It is reflected in the intense drive for participation of individuals in decisions affecting them. This drive is found in groups ranging from students in high school, to workers in offices or factories, and even to members of the armed forces. This trend is found also in the search for inner quality of human life, deeper feelings, heightened consciousness, and new varieties of meaning and religious experience. It also shows up in higher education and scholarship in a perceptible shift in emphasis from the scientific-rational-objective approach to the truth to the poetic-metaphoric-intuitive-emotive approach. This trend calls for a higher education that is profoundly concerned about values and meanings, that fosters an understanding of the new currents of thought in their historical context, and that at the same time prepares young men and women to be competent in careers.

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[5] Modest reduction in average hours has occurred in retail trade and a few service industries.

[6] A fascinating analysis, explaining why we do not realize the leisure we say we want and expect, may be found in Steffan B. Linder, The Harried Leisure Class (New York: Columbia University Press, 1970).

G. Residence

The place of residence as a prominent feature of college life is being increasingly questioned. Will college students want to live in a college community? Are the educational values of residence sufficient to justify the residential college?

Historically, the residential idea grew up simply because there were few colleges and most students were forced to live away from home while at college. But what started as a practical solution to a housing problem turned into a powerful educational tool. It became the vehicle for education through the association of peers and a way of forming cohesive communities for religious, cultural, and recreational activities. It meant that colleges commanded the undivided attention of their students and that the traditions and values for which the colleges stood could have a chance of shaping the character of their students.

Today, for millions of people, colleges are close at hand, students can live at home, and residence on a campus is not necessary. Moreover, even for students living away from home, there has been something of a flight from campus residence and from any restrictions on personal life style. The newly favored abode is the apartment or "pad" where small groups can associate beyond campus surveillance. On the academic side, colleges still require that students take a substantial number of courses while physically present on the campus. Even this requirement is under assault as more and more proposals are being made for off-campus study and external degrees.

If one accepts the value of diversity, one cannot argue that every student should live on a campus or away from his home. Students who are not happy living in a college environment or who cannot afford to live away from home should be able to commute to the campus. For many students, however, the experience of being away from home, of living in a college community, and of devoting their whole lives and energies single-mindedly to the work and the pleasures the campus affords is unquestionably an enriching experience. Residence is of special benefit--though often traumatic--to students from minority and disadvantaged backgrounds. A reasonable conclusion is that at least some private colleges could well continue to be at least one segment of higher education that places emphasis on residential and collegial community life. Obviously, the parietal rules must be in keeping with the concept of students as young adults.

H. Efficiency

The service industries are occupying an ever-larger segment of the national economy. They tend to be a drag on economic growth because of their technological backwardness. Much attention will be devoted to raising their efficiency. Higher education is one of the service industries. It is still at the handicraft stage as reflected in the ever-rising cost per unit of output. Efforts will be made by government, foundations, and private business to find ways through research, experimentation, and incentives to cut costs, to shorten degree programs, and to modify traditional modes of instruction and patterns of campus life. These efforts will of course give rise to debate about effects on educational quality, and each institution must decide which proposals for change are consistent with its mission and which are not.

I. Concluding Comments

No clear-cut conclusions for Claremont emerge from this brief survey of possible social changes affecting higher education. But several comments may be in order.

The probable growth in student population will provide a market for selective private colleges, but competition for that market is likely to become keener. This possibility, combined with doubts about present admissions criteria, may call for a new approach to student selection. Clearly, entrance examination scores and high school grades do not measure all dimensions of human character and ability. The need for new workable criteria for selecting students is evident. Also, the admission problem may lead colleges like those of Claremont to think of catering to different types of students, for example, adults in mid-career, persons seeking shorter non-degree programs, brilliant high school students, persons with professional objectives. The only recommendations about admissions policy made here is the recommendation to study the problem.

Likely trends in manpower and leisure suggest that work is still a live option for college graduates, and is not likely soon to be overwhelmed by leisure. The best policy, for the near future at least, is to operate on the expectation that large numbers of highly-educated and capable leaders, professional persons, business men, government officials, educators, and technicians will be needed by our society in the decades ahead.

Colleges should be giving increasing attention to values, meanings, and the religious quest and should be learning how to deal with this area of concern in ways that fit the needs and the style of the present younger generation. Those colleges with residential facilities and a residential philosophy, like that at Claremont, should be learning how to make residence even more productive as a medium of education.

CHAPTER VI

THE FINANCING OF AMERICAN HIGHER EDUCATION

This chapter is a brief review of the financing of higher education in the United States. Its purpose is to give perspective on the financial outlook for The Claremont Colleges.

A. Expenditures

The past trend of expenditures of American higher education for the Post-Sputnik era from 1956 through 1969 are summarized in Table 4. Total expenditures increased five fold, or 14 per cent a year, during this period; this explosive rate of increase is often cited as evidence that costs have been out of control. Actually, much of this increase was due to a rapid growth of the student population. Expenditures per student increased by 5-1/2%per cent per year. When the 5-1/2 per cent increase is adjusted for changes in the price level, the net increase in cost per student (constant dollars) was only 3 per cent a year. Three per cent is a formidable figure. It means that cost per student doubles every twenty-three years. But it is not the runaway condition that is sometimes alleged. During this period, as Table 4 shows, the student-faculty ratio increased indicating a significant gain in efficiency.

TABLE 4

GROWTH OF OPERATING EXPENDITURES
ALL COLLEGES AND UNIVERSITIES 1956-69[1]

	1956	1969	Average Annual Percentage Increase
Total Educational and General Expenditures	$ 2,600,000,000	$13,400,000,000	14.0%
Total Enrollments (full-time equivalents)	2,200,000	5,800,000	7.5%
Student-faculty Ratio	9.3	10.5	
Expenditures per Student (current dollars)	$ 1,182	$ 2,310	5.5%
Expenditures per Student (constant dollars)	$ 1,182	$ 1,712	3.0%

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[1] Howard R. Bowen, "Financial Needs of the Campus," in The Corporation and the Campus, Proceedings of the Academy of Political Science, New York, 1970, pp. 79-80. (Omits auxiliary enterprises and capital.)

Comparable figures for Claremont for the period 1957-71 are shown in Table 5. The Claremont pattern is surprisingly like the national pattern. It differs mainly in that enrollments grew somewhat less rapidly and expenditures per student a bit more rapidly than for the nation.

TABLE 5

GROWTH OF OPERATING EXPENDITURES
THE CLAREMONT COLLEGES 1957-71

	1957	1971	Average Annual Percentage Increase
Total Educational and General Expenditures	$ 3,320,000	$18,690,000	12.0%
Total Enrollments (full-time equivalents)	1,796	4,240	6.0%
Student-faculty Ratio (full-time equivalents)	11.9	11.7	
Expenditures per Student (current dollars)	$ 1,848	$ 4,408	6.5%
Expenditures per Student (constant dollars)	$ 1,848	$ 3,042	3.5%

Changes in cost per student, for the country as a whole or for Claremont, are the resultant of many factors not under the control of the institutions. Aside from general price inflation, which bears down heavily on higher education, other factors are: meeting salary competition for faculty and staff; keeping pace with technological change which requires even more expensive computers, electron microscopes, ultracentrifuges, etc.; keeping pace with the proliferation of knowledge which demands more rapid acquisition of books and journals; adopting new programs (e.g., ethnic and urban studies) to keep up with changing conditions and needs; and providing adequate financial aid to students. Increases in cost per student do not necessarily connote managerial failure.

Nevertheless, the fact remains that higher education has been unable to achieve regular improvements in labor productivity of the kind attained in many, but not all, goods-producing industries. The same condition is shared by other labor-intensive and technologically backward industries such as health care, barber services, luxury hotels and restaurants, architects' services, etc. These industries must compete for labor with technologically advancing industries, but cannot themselves achieve improved productivity rapidly enough to avoid increasing unit costs.

So long as higher education was a relatively small industry, the rising cost per student was not critical. But as the industry has grown as a fraction of GNP, concern has mounted and there is much agitation for slowing up the steady rise in costs. The demands for improved efficiency are not unreasonable and must be heeded.

At the same time, one cannot expect the upward trend of costs to be reversed. Even if inflation were brought under control, other powerful influences will push educational costs upward. For example, the range and scale of needed equipment is still increasing; library requirements are still growing; colleges and universities are becoming increasingly subject to labor legislation and collective bargaining; commitments to programs for minority students will be increasingly expensive; construction and maintenance costs are still rising, etc. Though steady improvements in efficiency are possible and can be realized, they cannot be expected to offset all potential cost increases without serious impairment of educational quality. The prospects are good, however, for slowing the rate of increase in cost per student. If improvements in efficiency would reduce the annual increase in (deflated) cost per student from the recent 3 or 3-1/2 per cent a year down to 2 or 2-1/2 per cent, that would be a major accomplishment. If this breakthrough could be matched by an increase of one percentage point a year in the rate of growth of income from non-tuition sources, the financial prospects of higher education would be bright.

B. Income

The operating income of American colleges and universities, public and private, derives largely from a very few sources: tuitions and fees, endowment earnings, private gifts and grants, Federal appropriations, and state and local appropriations. The shares from the major sources of income have changed substantially in the period since World War II. (See Table 6.) In general, the percentages derived from tuitions have risen; the percentages from endowment earnings and private gifts and grants have declined; the shares from Federal and State sources have fluctuated.

For private institutions like The Claremont Colleges, the chief sources are tuitions and fees, endowment earnings, and current gifts and grants (some of these from Federal and State sources). Changes since 1957 in the income pattern of the Claremont Colleges are shown in Table 7. As these figures show, the percentage derived from endowment earnings has declined sharply during the past decade. Total endowment[2] increased at an average annual rate of around 8 per cent but expenditures during the same period increased by 12 per cent (see Table 5). To take up some of the slack, current gifts and grants increased--partly at the expense of growth in endowment. But current gifts and grants have not filled the breach and so tuitions and fees have been raised and the percentage from this source has risen steadily.

Inflation has helped establish this pattern. Expenditures are immediately increased by inflation while its effect on the corpus and income from endowment tends to lag. A slowing of inflation, short of recession, would be of great benefit to private colleges in restoring endowment to its historic place in their income patterns.

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[2] Endowment not subject to life income.

TABLE 6

OPERATING INCOME
ALL COLLEGES AND UNIVERSITIES 1940-68[3]

Year	Total	Tuitions and Fees	Endowment Earnings	Federal Appropriations	State & Local Appropriations	Private Gifts and Grants	Other
			(Millions of Dollars)				
1940	$ 537	$ 201	$ 71	$ 39	$ 175	$ 40	$ 11
1950	1,723	395	96	524	554	119	35
1956	2,667	722	145	490	985	245	80
1960	4,444	1,157	207	1,037	1,526	383	134
1966	9,662	2,675	289	2,598	3,188	614	298
1968	13,037	3,380	364	2,995[a]	5,038[a]	552	708
1969	13,781	3,814	413	3,046[a]	4,886[a]	605	1,017
			(Percentages)				
1940	100%	37%[b]	13%[b]	7%	33%	8%	2%
1950	100	23	6	30[c]	32	7	2
1956	100	27	5	18	37	9	3
1960	100	26	5	23	34	9	3
1966	100	28	3	27	33	6	3
1968	100	26	3	23	39	4	5
1969	100	28	3	22	36	4	7

[a] Breakdown between Federal and State estimated.

[b] The percentages from student fees and endowment earnings were relatively high prior to World War II because of the predominance of the private sector at that time.

[c] This percentage is exceptionally high because of the presence in college of thousands of G.I.'s in 1950.

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[3] Statistical Abstracts of the United States, 1969, p. 124.

TABLE 7

OPERATING INCOME
THE CLAREMONT COLLEGES 1957-71[a]

Years	Total	Tuition and Fees	Endowment Earnings	Current Gifts, Grants and Miscellaneous
		(Thousands of Dollars)		
1956-7	$ 3,898	$ 1,590	$ 1,669	$ 639
1960-1	5,583	2,559	1,573	1,451
1964-5	8,794	4,191	2,255	2,348
1967-8	13,642	6,861	2,983	3,798
1970-1	17,819	9,839	3,627	4,353
		(Percentages)		
1956-7	100%	41%	43%	16%
1960-1	100	46	28	26
1964-5	100	48	26	26
1967-8	100	50	22	28
1970-1	100	55	20	24

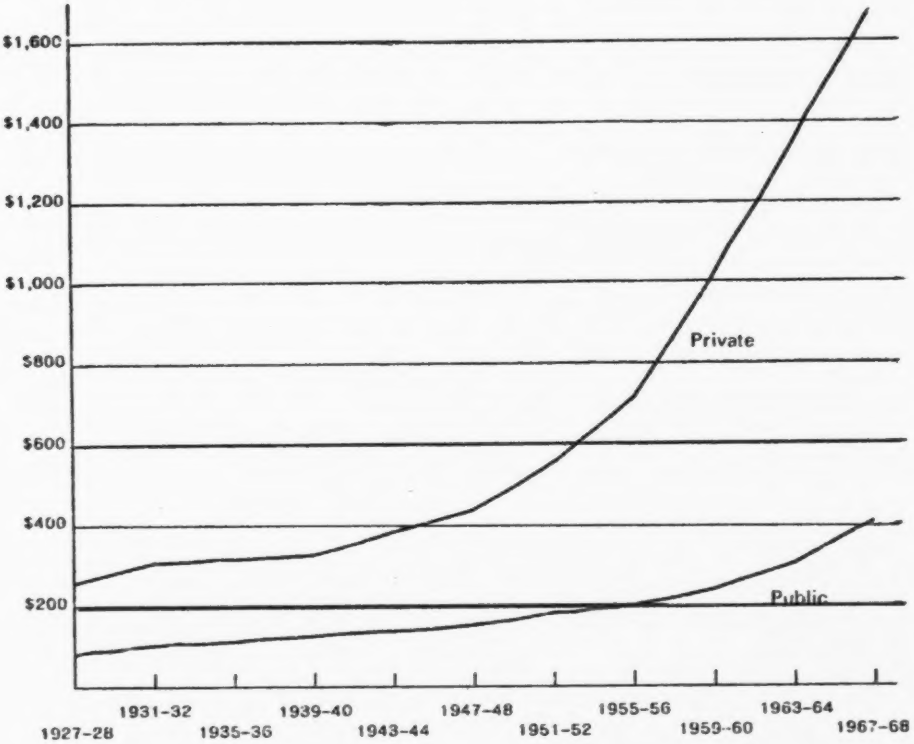
[a] Because of changes in accounting classifications, the comparisons over time are only approximate.

C. The Tuition Gap

Over the period 1961-71, average tuition and fees per student at Claremont has risen from $1,030 to $2,175, an average annual percentage increase of about 7.5 per cent a year. Similar increases have occurred at other private institutions. Public institutions meanwhile have increased their tuitions but at a slower rate. The relative gap has widened substantially. Whereas private tuition rates were around three times those for public institutions in the period from 1928 to 1952, they are now about four times as large. But the absolute dollar gap, which may be more significant in family decisions, has widened from about $300 in 1948 and $500 in 1956, to $1,400 in 1968 (the last year for which data are available) and are still rising (see Chart No. 1). It is reassuring that hundreds of thousands of Americans have been willing to pay tuitions for private higher education of three and four times those charged in public institutions. This says something about the intrinsic value and importance of private higher education. Nevertheless, the effect of this gap on number of student applicants and on enrollments in private institutions is being felt. This gap is the essence of the so-called crisis in private higher education.

CHART 1

TUITION RATES AT PUBLIC AND PRIVATE FOUR-YEAR INSTITUTIONS FOR SELECTED YEARS (1927-1967)[4]



A shortage of students, and therefore of tuition income, is the problem from which the weaker private institutions are suffering most, but even the stronger ones are noticing a decline in numbers of student applicants.

In an effort to counteract the widening gap, private institutions are allocating increasing sums to student aid. As a result increases in tuition do not yield a proportionate increase in net income. The problem has been exacerbated by the heavy commitments of many private colleges (including The Claremont Colleges) to students of minority background.

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[4] Carnegie Commission on Higher Education, The Capitol and the Campus (New York: McGraw-Hill, 1971), p. 77.

D. Future Policy

The critical need in the finance of Claremont, and of all private institutions, is to slow up the rate of increase in tuitions. This does not mean that tuition increases should be halted, but that the rate of increase ought, for a time at least, to be less than the increase in disposable income per capita which has averaged in the past decade about 6 per cent a year in current dollars and 3 per cent in constant dollars.

There are several possible ways of slowing the rate of tuition growth:

1. To slow down the rate of growth in total expenditures.
2. To accelerate the rate of growth of current giving.
3. To accelerate the growth of endowment.
4. To increase the rate of return on endowment.
5. To change enrollment so as to affect favorably the relation between income and expenditures.
6. To achieve favorable governmental action, for example, institutional grants, increased student aid, and favorable tax incentives or tax exemption, or increased tuition in public institutions.[5]

These are about the only available solutions. They are not easy solutions and no one of them is adequate and no one of them can be implemented instantaneously. But in concert and over time, they could do the job. In fact, very small changes in the rates of growth of expenditures and of income would suffice. For example, the following is one possible model that might be financially feasible and consistent with the solid advancement of Claremont (assuming that enrollment is held constant and that inflation continues at the average rate of the past ten years):

> Annual growth in tuition and fees reduced from 7-1/2% to 5% (slightly less than recent growth of per capita disposable income).
>
> Annual growth in total expenditures per student reduced from 6-1/2% to 4-1/2% (equivalent to a reduction from 3-1/2% to 2-1/2% in constant dollars).
>
> Annual growth in current gifts and grants held steady at 8%.
>
> Annual growth in income from endowment increased from 2-1/2% to 3%.
>
> Modest and gradual increase in direct and indirect aid from government of 1/2 of 1% of expenditures in 1971 to 2% in 1981.

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[5] No recommendation as to government policy is implied by these examples.

This model, developed in Table 8, would enable The Claremont Colleges over time to have balanced budgets for present activities and would generate a modest surplus for new and improved programs. It is, of course, only one of many possible models that would produce the same result.

TABLE 8

POSSIBLE GROWTH OF INCOME AND EXPENDITURES
THE CLAREMONT COLLEGES 1971-1981

	Annual Rate of Increase		Amount (000 Omitted)		
Income	1961-71	1971-81	1971	1976	1981
Tuitions and Fees	7.5%	5%	$ 9,839	$12,557	$16,027
Current Gifts and Grants	8.0	8	5,229	7,683	11,289
Endowment Income	2.5	3	2,522	2,924	3,389
Miscellaneous	0	0	229	229	229
New Government Aid	-	-	-	291	581
Total Income	6.5	6	17,819	23,684	31,515
Expenditures	6.5	4.5	18,690	23,288	29,026
Net Surplus			-871	+396	+2,489

E. Governmental Aid

Regarding aid from government, the nation has been engaged in a great national debate about the future financing of higher education--including the financing of both institutions and students. The outcome is not yet assured but the problem is receiving constructive attention at both federal and state levels. In 1971, major bills providing institutional aid passed both houses of Congress and are now awaiting action in a conference committee. New state programs involving either aid to students or aid to institutions are not unlikely in the years ahead. Particularly helpful to private colleges would be State or Federal aid to low-income students that would (1) partially equalize the difference in tuition between private and public colleges, and (2) finance the costs of special services needed to help minority and other disadvantaged students to attend, adjust to, and graduate from private colleges. Student aid and special services would seem to be responsibilities of government rather than of educational institutions. If these costs could be borne by government, educational budgets of private institutions would again become manageable.

The chances of favorable political action are increasing in view of the nation-wide concern about the plight of many private institutions. However, the budgetary situation of both Federal and State governments suggests that bonanzas do not lie ahead. Moreover, private institutions need to be circumspect about accepting public moneys lest the freedom that goes with privacy be jeopardized. This is one consideration favoring public funds in the form of aid to students rather than aid to institutions.

F. Philanthropy

American giving to educational, charitable, and civic purposes has grown steadily in the last decade, about in proportion to the GNP as shown in Table 9. Similar stability has been present in the relation between individual giving and personal income and also in the relation between corporate giving and profits. There is no evidence that philanthropy is waning. Neither is there evidence that it is growing as a percentage of GNP.

TABLE 9

PHILANTHROPIC GIVING FOR ALL PURPOSES AND FOR EDUCATION
1960-1970[6]

Year	Total Giving (In Billions)	Giving as Per Cent of GNP	Giving for Education (In Billions)	Giving for Education as Per Cent of Total Giving
1960	$ 8.91	1.77%	$ 1.43	16.0%
1961	9.70	1.87	1.45	14.9
1962	10.11	1.80	1.62	16.0
1963	10.67	1.81	1.81	17.0
1964	11.44	1.81	1.96	17.1
1965	12.21	1.79	2.08	17.0
1966	13.89	1.88	2.37	17.1
1967	14.49	1.84	2.50	17.3
1968	16.27	1.89	2.75	16.9
1969	17.60	1.89	2.90	16.5
1970	18.30	1.87	3.05	16.7

The proportion of total gifts going to education has varied somewhat during the past decade as shown in Table 9. The percentage increased slowly to 1967 and since has been running at a somewhat lower level. The decline has been due in part to increasing competition from other claimants upon the philanthropic dollar. Had the percentage achieved in 1967 (17.3%) been sustained until 1970, $100,000,000 would have been added to the receipts of educational institutions. However, the trends surely do not indicate any headlong flight from education as an object of giving. Indeed, in 1970 the brief downward trend was reversed. In view of the well-known need, future increases in the percentage going to higher education would not be surprising. Philanthropy is still a dependable and necessary source of support for higher education in general, and especially for The Claremont Colleges.

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[6] American Association of Fund-Raising Counsel, Inc., Giving U.S.A. (New York, 1971), pp. 28, 30. Giving for education includes elementary and secondary schools as well as higher education.

G. Conclusions

In appraising the financial future, it is well to remember that higher education has always lived from hand-to-mouth, and has seldom known how next year's budget--let alone next decade's budget--will be balanced. Confidence in the future has always been, and will continue to be, an act of faith.

The present is a time of uncertainty in higher education. It is tempting for trustees, faculties, and administrators merely to hold things together or even to retrench. But it is not possible for a private college to finance itself adequately by lowering its aspirations and retrenching or on the appeal that it is running a deficit. No one wants to support a sagging enterprise.

The best policy for Claremont is a prudent combination of consolidation and advancement. To sustain the forward momentum of these institutions, through energetic efforts and solid plans based on confidence in the future, is the way for Claremont to assert its leadership at this time.

The institution that can advance at a time of adversity will occupy a place of outstanding leadership. Its position will be like that of an investor who has cash at a low point in the stock market.

CHAPTER VII

PLANS OF THE CLAREMONT UNDERGRADUATE COLLEGES: GENERAL

Each of the five undergraduate Colleges is giving close attention to objectives and plans for the future. Each has submitted financial projections for the next decade. These are presented in the next chapter. This chapter provides an overview of the plans of the five undergraduate Colleges.

A. Goals

The basic aspirations of the undergraduate Colleges remain unchanged. Each intends to follow its established pattern as a small, personal, residential, collegial institution. Each expects to continue its present devotion to liberal education with its traditional academic emphasis.

POMONA	- A comprehensive and balanced program in natural science, social studies and humanities.
SCRIPPS	- Emphasis on the humanities in the education of women.
CLAREMONT MEN'S	- Emphasis on public affairs in the education of men.
HARVEY MUDD	- Emphasis on physical science and engineering.
PITZER	- Emphasis on social and behavioral sciences.

Each plans to provide excellent education, and, as resources and imagination permit, to improve quality. There will be no 180° turns among the undergraduate Colleges. It is recognized, of course, that many changes are taking place in American higher education, and that many innovations are being proposed and are needed. However, the faculties, administrative officials, and trustees of the several Colleges are convinced that there is a place in the American higher educational system for small, residential, liberal arts colleges of quality catering to talented students. This is the area, within the diverse system of American higher education, in which the Colleges have a proven record of success and in which they can make their greatest contribution.

B. Enrollment

The colleges operate under a constitutional agreement to hold enrollments to not more than the following numbers: Pomona, 1,300 and the others 800 each. Actual enrollments in the autumn of 1971 were as follows:

Claremont Men's College	803
Harvey Mudd College	402
Pitzer College	748
Pomona College	1,300
Scripps College	523
TOTAL	3,776

All five of the colleges plan to hold their enrollments to about these levels for the foreseeable future, but each hopes if possible to avoid any decline in enrollment.[1] Future numbers are of concern because the national pool of students who are qualified academically and financially for Claremont will grow less rapidly in the future than in the past, and the tuition gap between public and private institutions may widen.

C. Student Body

Each college would like a student body composed exclusively of bright, talented, adjusted, and motivated students of diverse interests and backgrounds. No college ever quite achieves the ideal. The Claremont Colleges are all planning to continue present criteria and methods of selection which are based chiefly on national aptitude test scores, past school records, letters of recommendation, and record of extracurricular interests and achievements. Little sentiment is expressed for anything approaching open admission at Claremont, though continuing efforts will be made to improve and broaden the criteria so as to attract promising persons of diverse talents.

A new feature of admissions relates to minority students. The Colleges all intend to pursue present special efforts to recruit substantial numbers of qualified minority students. In the longer run, it is hoped and expected that adequate minority representation can be achieved without any special efforts or special policies.

Some of the Colleges are recruiting more transfers from other colleges and some are admitting gifted students who have not completed high school.

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[1] Pitzer's 1971 enrollment was somewhat larger than expected; its plans call for enrollment of about 675 students. Scripps plans a small addition to enrollment.

All are concerned by the polarity of the student body between upper-middle-class-white and minority students, and hope a way can be found to recruit and finance a substantial number of white students from lower-income families. This result can be achieved only with large increases in student aid. The financing of student aid is a growing problem for all.

D. Residence

All the colleges expect that most of their students will be resident in college housing. Despite the fact that residential patterns are changing --especially in large state colleges and universities where increasing numbers of students commute from home or live off-campus--The Claremont Colleges believe substantial educational benefits may be derived for many students from on-campus residential living. However, the possibility of variations in residential arrangements within Claremont is under study.

E. New Projects and New Academic Programs

On the whole, the Colleges do not expect to take on major new projects such as new institutes or new research programs or new fields of study. The one significant exception is the effort of Claremont Men's College, in cooperation with Claremont Graduate School, to explore a School of Management. Each of the colleges is constantly adjusting its course offerings and degree requirements. Courses are being revised, new ones added, old ones deleted, and degree requirements modified. Over the years this process results in significant strengthening, greater flexibility, and adaptation to modern conditions. Adding of new fields is sometimes discussed. Examples of such fields are linguistics, history of science, and study and production of films. But few additions have been made in recent years and few are expected in the next decade. Each of the colleges has a solid and up-to-date, though perhaps unnecessarily proliferated, curriculum.

The general stability of programs and curricula is not a sign of hardening of the arteries. It exists partly because the colleges have in the past entered few marginal fields of study and few non-essential activities. It is due also to the current financial stringency. The colleges might benefit from greater division of responsibility for particular academic fields with a resulting lessening of duplication. This subject will be discussed later in this report.

F. Instructional Methods

As a result of changes in the past few years, the methods of instruction in the several colleges are quite flexible. Opportunities are widely available for seminars, independent study, research, public policy study, and off-campus study. Instruction is personal and informal in style; it involves considerable writing and discussion. Classes are small, averaging from about fifteen to twenty-five in the various colleges. Consideration is being given to more off-campus study, work-study, and internships.

The approach to change in methods of instruction is deliberate. The colleges do not follow every fad. They are exponents of solid quality, personal teaching, and steady but unspectacular change. Little interest has been shown in mechanical aids to instruction,[2] in giving academic credit for off-campus employment or social action (except in carefully devised programs sponsored by the colleges), in awarding credit by examination for non-resident study, in use of lay or adjunct faculty,[3] in use of graduate students as teaching assistants, in encouraging part-time study, etc. The colleges are not actively pushing increased academic cooperation among The Claremont Colleges. Some sentiment exists in opposition to such cooperation on the ground that it would be unfavorable to the coherence and individuality of the colleges.

G. Academic Schedule

Several of the colleges are considering modification of the traditional academic schedule of four uninterrupted years following graduation from high school. For example, some are admitting gifted students before their graduation from high school, some are shortening the college program for gifted students to three years, and all are permitting students to go on leave of absence to acquire experience and maturity. All are prepared to be more flexible than in the past with respect to the four-year pattern.

H. Faculty

All the undergraduate colleges place quality of faculty at the top of their priorities. The ideal is faculty members who are equally dedicated to teaching and scholarship. To this end, all are concerned about faculty compensation and also about faculty working conditions including tenure, teaching loads, leaves, library resources, equipment, facilities, etc. Data in Table 10 based on AAUP reports gives some indication of the relative salary position of the undergraduate colleges in 1970-71. These figures show average compensation by rank (including fringe benefits). The figures in the right-hand column showing faculty compensation per student reflect both the student-faculty ratio and the salary scale.

The ratio of students to faculty in the undergraduate colleges in 1970-71 is shown in Table 11. Aside from scattered complaints, both faculty and administrators express satisfaction with faculty compensation and working conditions. However, the presidents and deans are concerned as to whether the colleges will be able in future years to pay the salaries needed to maintain the present size and quality of faculties. Moreover, the compensation scales, especially in the upper ranks, do not match those of the liberal arts colleges which place the greatest emphasis on the scholarly distinction of their faculties. Pitzer College, because of its newness, has a fairly small and young faculty and especially hopes to appoint additional faculty members of maturity and distinction.

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[2] Pitzer College is an exception. It is fairly active in use of audio-visual aids to instruction.

[3] Harvey Mudd College uses adjunct faculty to teach certain specialized areas of engineering and expects to use more in the future.

TABLE 10

AVERAGE FACULTY COMPENSATION
SELECTED COLLEGES 1970-71[4]

College	Professor	Associate Professor	Assistant Professor	Instructor	Full-time Faculty Compensation per Student
		(In Thousands)			
Claremont Men's	$ 20.6	$ 15.1	$ 12.7	$ 11.3	$ 1.2
Harvey Mudd	21.4	15.4	12.7	-	2.2
Pitzer	-	15.2	12.2	10.4	.8
Pomona	21.4	16.2	12.7	11.0	1.4
Scripps	20.1	15.4	12.2	-	1.2
Amherst	23.5	17.5	13.6	-	2.1
Carleton	20.0	15.1	12.6	10.7	1.3
Colorado	19.7	14.6	12.1	10.7	1.1
Grinnell	18.7	14.9	12.9	11.6	1.3
Mills	19.6	15.1	12.9	10.2	1.0
Oberlin	22.4	16.6	12.9	11.0	1.4
Occidental	20.1	16.0	12.7	10.8	1.0
Reed	20.0	13.8	10.9	-	1.3
Smith	21.7	15.9	12.6	9.4	-
Swarthmore	23.1	15.7	12.2	10.4	1.8
Wellesley	23.1	17.1	13.6	10.8	1.5

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[4] Source, American Association of University Professors.

TABLE 11

RATIO OF STUDENTS TO FACULTY
THE CLAREMONT COLLEGES 1970-71

College	No. of Faculty[a] (f.t.e.)	No. of Students (f.t.e.)	Ratio Students to Faculty
Claremont Men's	66	830	12.5
Harvey Mudd	54	390	7.2
Pitzer	45	714	15.8
Pomona	113	1,288	11.3
Scripps	42	536	12.7
Total	320	3,758	11.7

[a] Omits faculty on leave, ROTC faculty, presidents, and deans.

I. Land, Buildings and Equipment

The Colleges do not now envision a need for more land for their separate campuses except for rounding out present holdings. Building plans are also minimal for the foreseeable future though considerable remodeling, refurbishing, provision for parking, etc., will be needed on the older campuses.

The need will continue for equipment to replace obsolete and worn out items and to keep pace with technology and science. And the Colleges will face increasing costs for library books, computer hardware and software, utility installations, etc.

In the undergraduate colleges the heavy investments in fixed capital have been largely completed at least for this generation, and attention can now be focused on operating costs and endowment.

J. Economy and Budgetary Policy

All of the colleges are economy-minded and are striving for a lean budget. Action is taking the form of holding costs down, resisting proposed new programs, deferring maintenance, modifying standards of food service, etc. The approach is not to cut expenditures but to reduce their annual rate of increase. However, each college is maintaining, and if possible improving, educational quality. The prevailing point of view is that The Claremont Colleges have in most respects been well managed in relation to their mission, and that substantial cuts in expenditure would be at the expense of a level of educational quality which it is their responsibility to maintain. This posture, of course, puts much of the burden of budget-balancing on income.

The attitude toward retrenchment is based partly on the realization that income is not independent of expenditures. Individuals, corporations, foundations, and government agencies all like to give to thriving and progressive enterprises. Similarly, tuition-paying students like to attend up-and-coming colleges. Thus, budget cutting does not always lead to budget balancing, and judicious expenditure may encourage growth of income.

The trustees and administrations of The Claremont Colleges do not share the gloomy outlook that pervades higher education today. They are aware that many colleges and universities have had setbacks in recent years, and that former rates of growth in income per student may not be maintained in the years ahead. But they recognize that nothing basic has happened to reduce the capacity of the nation, or of the Western region, to support worthy institutions of higher education. And they are convinced that the case for The Claremont Colleges is sufficiently compelling that they can advance in stature and influence in the decade ahead. They believe that it would be a mistake to assume that development at Claremont is for the foreseeable future at an end, and they are confidently preparing for further progress in the years ahead.

K. Concluding Comments

The plans of the undergraduate colleges are conservative. They are based on the confident beliefs: (1) that the present scope and "style" of the Colleges and their present programs are sound and are producing satisfactory results; and (2) that change should be sought only with deliberation and without endangering traditional values or hard-won excellence.

The plans are also based on the concept that each of The Claremont Colleges should retain its distinctive style as laid down by its founders. The marked and persistent individuality of the Colleges accounts for the extraordinary diversity within Claremont. As each college has evolved, it has attracted students and faculty congenial to its spirit, it has acquired buildings and equipment adapted to its special character, and its traditions have grown out of its unique personality. It is testimony to the wisdom of the founders in each case that the original pattern has proved to be workable and durable.

The genius of Claremont is that it has capacity to create new colleges quite different from the existing ones. Change and experimentation can occur without transforming demonstrably successful institutions and without the trauma of overcoming vested interests, tenured appointments, committed physical plant, established traditions, and the like. It requires only the creation of new colleges. Through Claremont's unusual ability to found new institutions, it is able to exercise leadership and experimentation far beyond the capacities of established institutions which must undergo painful change in order to lead and to experiment.

All this does not imply that the present Claremont Colleges are incapable of change or out-of-date or that they should not be centers of innovation. By usual standards, they are all progressive organizations. What is implied is that a group that grows by the addition of new colleges has a built-in capacity for change. This feature of the group plan is its most significant advantage--even more significant than the savings and the enrichment that come from cooperative effort. If this feature is not used, the group is failing to capitalize on one of its major opportunities.

The times call for skillful experimentation and risk-taking in higher education if our colleges and universities are to become adapted to the needs of the 21st Century. The Claremont Colleges with their well-worked-out group plan, possess an almost unique instrument for leadership and experimentation, and they have a corresponding responsibility to make use of that instrument.

CHAPTER VIII

PLANS AND FINANCIAL PROJECTIONS: THE UNDERGRADUATE COLLEGES

Each of the Colleges was invited to provide statements of its plans and projections of its expenditures and income for the decade 1972-73 through 1981-82. These projections for the undergraduate Colleges are assembled in this chapter. Chapter IX provides similar information for Claremont Graduate School. Chapter X presents a summary of the projections.

The several Colleges are at different stages in their long-range planning and so the plans and projections submitted are not equally firm. In any case, plans for as long as a decade are highly conjectural. But the projections presented here represent the best current thinking within each of the Colleges, and indicate the general magnitude of financial needs and expectations.

Significant differences among the Colleges in policy and expectations are reflected in these projections, and are clearly shown in the summary tables of Chapter X. Some of the differences are due to the varying age and circumstances of the Colleges and some are due to differing judgments about the future.

The projections are based on varying assumptions about price inflation as affecting future costs of purchased goods and services and about the future trend of wages and salaries. In general, non-salary costs are assumed to rise at the average rate of four to six per cent a year during the decade, increases in compensation for academic and administrative staff are projected at around four to six per cent a year, and increases in compensation of other employees at four to seven per cent a year. These percentages are not intended as forecasts, nor as commitments, but as reasonable assumptions underlying financial plans.

All of the Colleges but one expect enrollment to continue at about present levels. The exception is Scripps which plans a small increase in its student body. All expect to operate auxiliary enterprises at about the break-even point, or at a small profit. All but one expect to hold the size of the faculty at or below the present level. The one exception is Pitzer which now has a relatively high student-faculty ratio and hopes to lower the ratio to match its older sister Colleges.

With these assumptions, each College has provided estimates of its expenditures over the decade. It has also made projections of the income to finance these expenditures. From these income projections the fund-raising task for the decade ahead is defined.

The plans and financial projections submitted by each of the undergraduate Colleges are presented in the following pages.

A. Pomona College

Statement by President David Alexander

By 1941 Pomona College had already achieved a considerable reputation as a liberal arts college of high standards, with a competent faculty and student body. Indeed, as President Lyon has frequently observed, he came in 1941 to an already established college, so that his task was the consolidation and extension of the already recognized excellence of the College. During his tenure of twenty-eight years he not only consolidated this reputation but also extended it. By the end of the '60s, Pomona College had achieved a formidable national reputation with highly selective admissions, favorable faculty-student ratios, special programs which are unusual in liberal arts colleges in America, and a handsome and completely adequate physical plant. My impression of the reputation of Pomona College is that of an institution of rigorous preparation for professional and graduate education, and during the decade of the '60s, some three-quarters of its male students and some two-thirds of its female students consistently went on to advanced work in such schools. Its well deserved reputation in these areas argues, in my judgment, for its continuing role as a liberal arts college with a strong emphasis on first rate under-graduate instruction and high scholarship.

Two factors are essential to the continuation and extension of its present reputation, namely, continuing strong emphasis on a relatively low student-faculty ratio (now approximately 10 to 1) and the provision of elaborate teaching facilities. My goal for the College, therefore, is to limit any reduction in this favorable student-faculty ratio to not more than 13 to 1 by 1982. Such a ratio will result in maintenance of average class size at approximately twenty students per class, and an average student load per instructor of approximately fifty per semester. The number of classes taught by a faculty member per year will probably remain at the present level, viz., between five and six courses on an overall average. Replacements of retired, terminated or resigned faculty members will continue to be drawn from the faculties of better colleges and universities and, in the case of initial appointments, from the better graduate schools. The College will persist in requiring the appropriate terminal degree for full time regular appointments in the faculty.

Although there may be variations from year to year in the overall quality or selectivity of the admissions program, the present level of selectivity for admissions will remain a goal of the College. Both diversity of the student body in terms of minority representation at substantial percentages (i.e., ranging up to 10% in each class for Black and Chicano students respectively) and diversity of talents and interests (e.g., musicians, athletes, artists, actors, and children of alumni) will remain criteria for admission to Pomona College. Because of the growth of California and the West, Pomona College will remain predominately a Western institution, and I predict that the next decade will see the overall percentages of geographical origin remaining about the same, viz., approximately three-quarters from the West and 60 to 65% from California. Demands on financial aid will continue to rise, although percentages of students on financial aid will probably be more or less stable throughout the decade at approximately 40 to

50%. Tuition rates will continue to rise at the same rates of increase during the last five years for at least the next five years unless alternative forms of support for the College are found. The sources of this additional support are renewed, even doubled, efforts in cultivation of private philanthropy and possibly through federal and state programs. The proportion of educational and general costs paid by the students will remain at approximately 50% as they are now, so that reliance on tuition income will not generally increase over the next decade nor, in my judgment, can it substantially decrease unless entirely new methods of college finance are developed over the next decade.

General education will remain another major goal of Pomona College. Although as I see it the quest for general education will continue to be in terms of and in the context of strong scholarly emphases in the several disciplines, there will be greater curricular flexibility in the next decade. Probably the number of courses required for the degree will decline and general degree requirements themselves will not increase and probably diminish. Emphasis will be placed on new kinds of majors, which will be in present day terms primarily interdisciplinary in character. Greater emphasis will be placed on independent work, but it will be much more independent than the work which now passes under that name. By this statement I mean that there will be more work offered by the College in the pattern of the recently attempted Independent Studies Program, which has not succeeded, in my opinion, because faculty recalcitrance and ingrained attitudes inhibit the kind of trust which must be imputed to students if they are to work really independently. Under such a scheme no degree requirements would be in effect, except a requirement of residence for a specific number of years, consultation from time to time with faculty, and successful passing of comprehensive examinations.

The best way for Pomona College to achieve its goals in general education will be then as now an insistence on first rate education in the several disciplines themselves, but with somewhat less emphasis on the time-honored notion of breadth of coverage of subject matter. The College must also find ways of encouraging the development of an intellectual atmosphere in residential and extracurricular aspects of its program in which general education thrives. General education depends on the intellectual curiosity of the students and the motivational support given by student peers, faculty and staff members, and the overall attitude of the institution. For my own part, I believe general education to be better sustained through strong concentrations in the disciplines and in interdisciplinary programs than through the older method of requiring at least half of all course work to be taken in subjects other than the student's major or minor interest.

The facilities of Pomona College are aging, and considerable attention will have to be given during the next decade to renovation, repair, and replacement. My goal for the College is to add few buildings. Indeed, I should prefer that the total number of buildings in 1982 not exceed the present number. Such a policy will force us to replace outworn academic buildings with new and larger structures, some of which would replace more than one of the existing facilities. For example, I should like to see Holmes Hall replaced by a multi-purpose building which would provide academic and administrative office space, and classroom, seminar and study areas which could be used by several departments. It is probable that the College will wish to construct another residential facility for perhaps 200 students by about 1974, but when this is done the College will probably reorganize its dining arrangements by eliminating one or more of the present smaller kitchen-dining facilities. Otherwise, I see little need for extensive capital outlay for wholly new facilities. Because twenty of the College's buildings are now forty years or older, a concentrated effort will be made to find capital necessary for the renovation and repair of these older structures.

The changes in the College's program which I foresee in the next decade will probably not result in any reduction in faculty size or a significant increase in student numbers. There will, however, be variations in the program, possibly including a three-year degree as well as the four-year degree, options for acceleration, and options for spending time away from the College.

Pomona College will retain its residential character, its scholarly faculty and facilities, and its policy of seeking highly qualified and motivated students.

TABLE 12(A)

POMONA COLLEGE
ASSUMPTIONS UNDERLYING TEN-YEAR PROJECTIONS

1. Relating to Expenditures:
   - A. Enrollment (f.t.e.): Constant at about 1971-72 level of 1,300.
   - B. Number of Faculty: Constant at 1971-72 level of 118 and with approximately constant distribution by ranks.
   - C. Student-faculty Ratio: Constant at about 11 to 1.
   - D. Faculty Compensation: Increase by about 5.5 to 6 per cent a year.
   - E. Number of Other Staff: Held constant.
   - F. Compensation of Other Staff: Increase by about 5.5 to 6 per cent a year.
   - G. Costs Other than Salaries: Increase by about 6 per cent a year.
   - H. Student Aid: Increase by about 6 per cent a year.
2. Relating to Income:
   - A. Tuition: Increase 3.5 per cent a year from $2,400 in 1971-72 to about 3,400 in 1981-82.
   - B. Investment Income: Increase by 10 per cent a year from budgeted $ 1,632,000 in 1971-72 to 4,296,000 in 1981-82.
     Endowment growth from $26.6 to $63.5 millions at book value.
     Yield on Endowment 6.5 per cent of book value.
   - C. Auxiliary Enterprises: Net loss $5,000 to $10,000 a year.
     Board and Room Rates increasing from $ 1,350 in 1971-72 to 2,235 in 1981-82.
   - D. Gifts and Grants: Increase by about 10 per cent a year.
3. Relating to Plant Additions and Improvements:

   Residence Hall for 200 students,)
   Rearrangement of Dining Facilities,)
   Replacement of Holmes Hall by a larger general) $ 10,000,000.
   purpose academic building,)
   Remodeling of Older Structures.)

TABLE 12(B)

POMONA COLLEGE
PROJECTION OF OPERATING EXPENDITURES 1973-1982

Years	Instruction	Library	Administration	General	Plant Maintenance	Student Aid	Total
			(000 Omitted)				
1970-71 (Actual)	$ 2,722	$ 329	$ 324	$ 1,232	$ 766	$ 560	$ 5,933
1971-72 (Budget)	2,942	359	341	1,306	823	592	6,363
1972-73	3,065	391	360	1,327	892	600	6,635
1973-74	3,270	417	379	1,367	1,019	663	7,115
1974-75	3,310	453	400	1,400	1,121	702	7,386
1975-76	3,477	491	421	1,450	1,233	742	7,814
1976-77	3,632	533	444	1,508	1,356	785	8,258
1977-78	3,793	578	468	1,552	1,493	831	8,715
1978-79	4,162	628	493	1,652	1,642	879	9,456
1979-80	4,304	682	520	1,722	1,806	930	9,964
1980-81	4,515	737	548	1,775	1,987	984	10,546
1981-82	4,724	792	575	1,826	2,166	1,043	11,126

TABLE 12(C)

POMONA COLLEGE
PROJECTION OF OPERATING INCOME 1973-82

Years	Tuitions and Fees	Investment Income[a]	Gifts and Grants	Other[b]	Total
		(000 Omitted)			
1970-71 (Actual)	$ 2,995	$ 1,511	$ 843	$ 97	$ 5,446
1971-72 (Budget)	3,169	1,632	894	90	5,785
1972-73	3,545	1,938	1,062	90	6,635
1973-74	3,547	2,247	1,231	90	7,115
1974-75	3,603	2,386	1,307	90	7,386
1975-76	3,770	2,555	1,399	90	7,814
1976-77	3,770	2,842	1,556	90	8,258
1977-78	3,941	3,027	1,657	90	8,715
1978-79	4,041	3,442	1,883	90	9,456
1979-80	4,175	3,684	2,015	90	9,964
1980-81	4,275	3,996	2,185	90	10,546
1981-82	4,380	4,296	2,360	90	11,126

[a] Includes unrestricted income and capital gains and restricted income released to current operations.

[b] Excludes net deficit from auxiliary enterprises averaging $5,000 to $10,000 per year.

TABLE 12(D)

POMONA COLLEGE
PROJECTION OF AGGREGATE GIFTS AND GRANTS 1973-1982

Purpose	Amount
Current Operations	$ 16,700,000
Endowment (Book Value)	37,000,000
Plant	10,000,000
Sub-total	63,700,000
Life Income Contracts	18,000,000
Grand Total	$ 81,700,000

B. Scripps College

Statement by President Mark H. Curtis

Scripps College like other outstanding liberal arts colleges is facing a major challenge to its philosophy and purposes. Non-traditional programs of study, offering a variety of ways for students to attain post-secondary education, are springing up in the state and across the nation. These programs provide prospective students with numerous alternatives to traditional experiences in residential colleges. Nonetheless the officers and faculty of Scripps College believe that liberal arts colleges will have an indispensable part to play in American post-secondary education of the future. The role of Scripps College will be found not in being all things for all students but in being an outstanding leader among colleges of its kind. As a small institution, enrolling less than eight hundred students, it will have an enviable opportunity to concentrate on one variety of post-secondary education and it will have the mission to make its form of that variety a model of highest distinction. In carrying out this mission the trustees, administration, and faculty of Scripps College will have within the constantly evolving tradition of liberal education full scope to live up to the pioneering principles upon which the College was founded by Ellen Browning Scripps and the original trustees and faculty.

Given its foundations, history, and situation within The Claremont Colleges, Scripps College is committed, as it has been in the past, to education in the liberal arts with emphasis on the humanities and the fine arts. Because it is associated with the Claremont Graduate School, it will make a contribution to graduate education in the humanities and fine arts, but its primary responsibility will lie in undergraduate education of the highest order. Furthermore, in recognition that the need for the education of women is still urgent, that the opportunities for education of women are still in short supply, and that education for women may still have some unrealized potentials that could best be developed in a specialized institution, Scripps College will remain a residential college for women.

Such a definition of the purposes and goals of Scripps College by reaffirmation of its traditional character does not either logically or necessarily mean that the College will be moribund and unchanging. Tradition is not intrinsically stagnant. Unimaginative, imitative worship of idols of the past can make tradition into a set of fetters on the creative spirit. Yet tradition properly understood is an organic, growing thing. Innovations and experiments are compatible with the evolution of a tradition and the development of its potential. All that growth in harmony with tradition requires is that possible innovations be assessed according to whether they contribute to the full actualization of the spirit and purpose for which the tradition exists or whether they deviate from them.

With such an understanding of tradition, Scripps College looks to the future with expectations of innovation in its programs that will improve education in the humanities and fine arts and that will adapt education of women to their changing needs and life styles.

TABLE 13(A)

SCRIPPS COLLEGE
ASSUMPTIONS UNDERLYING TEN-YEAR PROJECTIONS

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1. Relating to Expenditures:
   - A. Enrollment (f.t.e.): Increase from 1971-72 level of about 525 to 600 in 1°73-4; constant thereafter.
   - B. Number of Faculty (f.t.e.): Constant at 1971-72 level of 54.
   - C. Student-faculty Ratio: Rising from 10 to 1 to 11 to 1 by 1973-74.
   - D. Faculty Compensation: Increase by about 5 per cent a year.
   - E. Number of Other Staff: Held constant.
   - F. Compensation of Other Staff: Increase by 6 per cent a year in first five years and 4 per cent a year thereafter.
   - G. Costs Other than Salaries: Increase 3 to 4 per cent a year.
   - H. Student Aid: Increases in proportion to educational and general expenditures.

2. Relating to Income:
   - A. Tuition and Fees: Increase by 5 per cent a year.
   - B. Investment Income: Increase by 8 per cent a year.

     Endowment growth at market value from $ 12,250,000 in 1970-71
     to 28,563,000 in 1981-82.
   - C. Auxiliary Enterprises: Income and expense equal; average board and room rates increase by 4.5 to 5 per cent a year.
   - D. Gifts and Grants: Increase by 8 per cent a year.

3. Relating to Capital:

   No new buildings; additional plant funds for improvements averaging $200,000.00 a year.

TABLE 13(B)

SCRIPPS COLLEGE
PROJECTIONS OF OPERATING EXPENDITURES 1973-1982

Years	Instruction[a]	Library	Administration	General	Plant Maintenance	Student Aid	Total
			(000 Omitted)				
1970-71 (Actual)	$ 1,021	$ 120	$ 170	$ 527	$ 333	$ 251	$ 2,422
1971-72 (Budget)	964	126	187	568	328	258	2,431
1972-73	1,009	133	196	597	345	271	2,551
1973-74	1,058	139	206	627	362	285	2,677
1974-75	1,110	146	216	658	380	299	2,809
1975-76	1,150	153	227	691	399	314	2,934
1976-77	1,208	161	238	725	419	330	3,081
1977-78	1,268	169	250	762	440	346	3,235
1978-79	1,331	178	263	800	462	363	3,397
1979-80	1,398	186	276	840	485	381	3,566
1980-81	1,468	196	289	882	509	400	3,744
1981-82	1,541	206	304	929	535	420	3,935

[a] Includes Nursery School.

TABLE 13(C)

SCRIPPS COLLEGE
PROJECTIONS OF OPERATING INCOME 1973-1982

Years	Tuitions and Fees	Investment Income	Gifts and Grants	Other[a]	Total
		(000 Omitted)			
1970-71 (Actual)	$ 1,197	$ 537	$ 486	$ 38	$ 2,258
1971-72	1,401	593	377	17	2,388
1972-73	1,463	602	405	17	2,487
1973-74	1,536	647	440	18	2,641
1974-75	1,613	702	472	19	2,806
1975-76	1,694	758	510	20	2,982
1976-77	1,779	819	551	21	3,170
1977-78	1,868	885	595	22	3,370
1978-79	1,961	956	643	23	3,583
1979-80	2,059	1,023	704	24	3,810
1980-81	2,162	1,114	750	25	4,051
1981-82	2,270	1,203	810	26	4,309

[a] Includes Nursery School

TABLE 13(D)

SCRIPPS COLLEGE
PROJECTIONS OF AGGREGATE GIFTS AND GRANTS 1973-1982

Purpose	Amount
Current Operations	$ 5,900,000
Endowment (Book Value)	8,600,000
Plant	2,000,000
Sub-total	16,500,000
Life Income Contracts	8,500,000
Grand Total	$25,000,000

C. Claremont Men's College

Statement by President Jack L. Stark

CMC is a college of public affairs

CMC emphasizes balance

CMC sets high standards for admission; for graduation

CMC emphasizes distinguished teaching and small classes

CMC graduates go primarily into business and law

Public Affairs

CMC is a college of public affairs. To us public affairs are the things that involve the most people--commerce, industry, communications, government. Thus, to CMC one who is to be involved in public affairs must be grounded in all of the great disciplines of the liberal arts.

Public affairs require knowledge of political science and the art of government. Public affairs are rooted in economics. Public affairs rest upon philosophy, a study of the great ultimate truths.

Balance

In this century we have seen a war fought to preserve political freedom. We witness the continuing struggle between the Communists and the free world. And we have seen how changing ethical behavior can affect the strength of a nation. In a world where ideas have such enormous leverage, it is vital that college students get a balanced view. Thus, CMC's teaching staff is carefully selected to represent differing views of the great issues of the age. An educated man must be able to handle sharp differences of opinion, so CMC students are exposed to vigorous espousal and attack.

The end process of all this give-and-take is a maturity that equips men to take stands and make the commitments which make their lives count.

High Standards

It is difficult to get into CMC. Our students are from the top group of college-age Americans. Although the students carefully pre-select themselves, so that only the well-qualified apply, still only one in three is admitted to CMC.

It isn't just academic achievement that gets a student into CMC. The word of his high school advisers counts heavily. So do his special interests. Does he have a home telescope? Does he play tight end? Has he written music or poetry?

Once they are here, we want CMC men to stay, but they have to work to do it. CMC is traditional in its basic approach and it is not easy. We believe the joy of education comes from the thrill of discovery and the satisfaction of accomplishment.

Before he graduates a CMC student must study lab science and math; must take several courses from the humanities and social science and must complete a senior thesis. But he can choose his courses from a number of different fields, because the College wants him to think about his own education.

CMC students are expected to meet certain standards of behavior. These codes are enforced by an all-student court, except serious offenses, when faculty members join students in hearing the case.

Above All, Teaching

But above all, it's the teaching--the personal contact in and out of class. Perhaps it will be at an upperclass seminar of eight or ten students; or coffee at the Hub for a pick-up discussion of international affairs. Possibly it would be for dinner and an evening class at the Athenaeum. Whatever it is and however it is achieved, teaching and personal contact are the backbone of the college.

CMC is small. We don't want it to be large. We like our size. We are interested in quality, not quantity. Smallness is part of the plan and small classes are the rule, especially for upperclass studies. Last year 61% of the classes had fewer than thirty students. 18% of them had under ten students. There are sixty-five full-time faculty members--one for every twelve students. And another thing. At Claremont, faculty members get ahead because of their teaching. Scholarship and writing of books is rewarded too, but we rate the teaching more important.

Most students live on campus. We are a college, not a downtown educational department store. But we have it both ways at Claremont--big as well as small, because of The Claremont Colleges. The Claremont concept, an adaptation of the Oxford system, groups a number of small colleges into one large community, giving each many of the advantages of a bigger institution. The best thing, perhaps, is that a student can take classes at the other Colleges; he can even major there. And The Claremont Colleges share one fine central library, have many events in common and, because they are an important academic community, they attract outstanding speakers and outstanding scholars.

Where the Graduates Go

CMC is interested in young men who aspire to leadership in business, government and the professions. About 30% go to law school and about 35% get Masters of Business Administration degrees. Some go directly into the business world and some into other professions or public life.

We believe that CMC students have a chance to acquire one of the best undergraduate educations that there is available anywhere. A student who seeks an education that includes history, literature, psychology, mathematics, philosophy and science, with a special concern for economics and political science may find that CMC is the right place for him.

TABLE 14(A)

CLAREMONT MEN'S COLLEGE
ASSUMPTIONS UNDERLYING TEN-YEAR PROJECTIONS

1. Relating to Expenditures:
   - A. Enrollment (f.t.e.): Constant at 1971-72 level of 790.
   - B. Number of Faculty (f.t.e.): Increase from 68 in 1971-72 to 69 in 1972-73; Slight change in distribution by ranks toward senior ranks.
   - C. Student-faculty Ratio: Slight decline from 11.6 to 11.4.
   - D. Faculty Compensation: Increase by 4 per cent a year.
   - E. Number of Other Staff: Increase from 61 to 68 persons.
   - F. Compensation of Other Staff: For administrative persons, increase by 5 per cent a year in first five years and 4 per cent a year in second five years of decade. For others, increase by 6 per cent a year in first five years and 4 per cent a year in second five years.
   - G. Costs Other than Salaries: Increase by about 4 per cent a year.
   - H. Student Aid: Increase in proportion to income from tuition and fees; student aid a constant 14.5 per cent of income from tuition and fees.
2. Relating to Income:
   - A. Tuition and Fees: Increase at two year intervals at average rate of about 4 per cent a year.
     Rate of tuition increasing from $2,500 in 1971-72 to 3,600 in 1981-82.
   - B. Investment Income: Increase by about 8 per cent a year;
     Endowment growth from $11,051,000 in 1971 to about $21,000,000 at book value; and from $12,167 to $22,167,000 at market.
     Yield on endowment at about 6 per cent[a] of market;
     Life Income Contracts increase from $6,700,000 in 1971 to 20,340,000 in 1981-82.
   - C. Auxiliary Enterprises: Income and expense equal;
     Board and room rates increased from $1,280 in 1971-72 to 1,650 in 1981-82.
   - D. Gifts and Grants: Increase by about 3 per cent a year.
3. Relating to Plant Additions and Improvements:
   No new structures; Remodeling Costs - $250,000 to $500,000.

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[a] Part of endowment is in land and restricted funds that do not produce operating income for the near future.

TABLE 14(B)

CLAREMONT MEN'S COLLEGE
PROJECTION OF OPERATING EXPENDITURES 1973-1982

Year	Instruction	Library	Administration	General[a]	Plant Maintenance	Student Aid	Total
			(000 Omitted)				
1970-71 (Actual)	$ 1,308	$ 119	$ 150	$ 698	$ 304	$ 255	$ 2,834
1971-72 (Budget)	1,371	132	162	719	299	305	2,988
1972-73	1,440	150	168	759	317	305	3,139
1973-74	1,512	159	175	801	336	327	3,310
1974-75	1,588	169	182	844	356	327	3,466
1975-76	1,667	179	189	892	377	363	3,667
1976-77	1,750	189	197	940	400	363	3,839
1977-78	1,820	197	205	981	416	387	4,006
1978-79	1,893	205	213	1,024	432	387	4,154
1979-80	1,969	213	222	1,067	450	411	4,332
1980-81	2,048	222	230	1,108	468	411	4,487
1981-82	2,130	230	240	1,156	486	435	4,677

[a] Includes Miscellaneous.

TABLE 14(C)

CLAREMONT MEN'S COLLEGE
PROJECTIONS OF OPERATING INCOME 1973-1982

Years	Tuition and Fees	Investment Income	Gifts and Grants	Other	Total
		(000 Omitted)			
1970-71 (Actual)	$ 1,882	$ 457	$ 395	33	$ 2,767
1971-72 (Budget)	2,070	503	415	2	2,990
1972-73	2,090	593	451	5	3,139
1973-74	2,252	635	413	10	3,310
1974-75	2,267	695	494	10	3,466
1975-76	2,504	755	398	10	3,667
1976-77	2,504	815	510	10	3,839
1977-78	2,670	875	451	10	4,006
1978-79	2,670	935	539	10	4,154
1979-80	2,832	995	495	10	4,332
1980-81	2,844	1,055	578	10	4,487
1981-82	3,002	1,115	550	10	4,677

TABLE 14(D)

CLAREMONT MEN'S COLLEGE
PROJECTION OF AGGREGATE GIFTS AND GRANTS 1973-1982

Purpose	Amount	
	"Status-quo" Model[a]	"Advancement" Model
Current Operations	$ 4,900,000	$ 7,000,000
Endowment (Book Value)	10,000,000	15,000,000
Plant	500,000	1,000,000
Sub-total	15,400,000	23,000,000
Life Income Contracts	13,600,000	20,500,000
Grand Total	$29,000,000	$43,500,000

[a] Based on Tables 14(A), (B), and (C).

D. Harvey Mudd College

Statement by President Joseph B. Platt

The educational goals for the next decade are just now under active discussion among our students, faculty and trustees. For that reason, I cannot submit a definitive statement, but here are my best estimates:

We continue to believe that the primary mission of Harvey Mudd College should be to educate engineers well trained in the physical sciences and scientists familiar with engineering, and to provide both with sufficient background in the humanities and social sciences to fit them to assume leadership in their fields with a clear understanding of the impact of their work on the rest of our society. In fact, we now believe that professional engineers and scientists with these qualifications may be more important to the healthy survival of our society--if less appreciated--than we thought in 1960. We continue to believe we can make a major social contribution by concentrating on this task, by setting high standards of admission and performance, and by taking full advantage of close faculty-student association.

We are less certain that this is enough. In the past an appreciable number of Harvey Mudd College graduates have entered careers which make use of their technical background but are not professionally "engineering or science"--examples include law, medicine, university teaching in history of science or philosophy, operations analysis, management, and sales. We have somewhat smugly counted these as examples that the Harvey Mudd College experience does educate broadly. We are now asking what changes in curriculum and advising would encourage this career diversity rather than act as a hurdle course, the survivors of which are agile indeed. This will probably lead to more graduates of varied undergraduate preparation not necessarily immediately qualified for admission to professional graduate schools of engineering and science.

We also believe we need more attention to the life sciences and computer science. Most of us do not plan to encourage "majors" in these fields, although we will seek more programs (such as the mathematical economics program with Claremont Men's College) which draw more heavily on the strengths of our sister Colleges. But we are concerned that the general education of most of our students include more exposure to the life sciences than we now have and that more depth should be available in computer sciences for some of our students. Since we expect to maintain about the same size of faculty and student body, this will need to occur by displacement, not addition.

I could list a variety of other areas in which we hope to change--more women and minority students, more course offerings of help to our sister Colleges, attention in some depth to differing styles of teaching, including more self-instruction, much more experimentation with better ways of making the humanities and social sciences "relevant" to the personal aspirations of the student, whether or not career-oriented, and so on. We have changed a great deal during the last decade, and some of these changes have been nationally important experiments in engineering education--the five year program, the engineering clinic, the present "freshman year," come to mind. We hope to stay flexible.

TABLE 15(A)

HARVEY MUDD COLLEGE
ASSUMPTIONS UNDERLYING TEN-YEAR PROJECTIONS

1. Relating to Expenditures:
    - A. Enrollment (f.t.e.): Constant at present level of about 400 students.
    - B. Number of Faculty (f.t.e.): About constant at 51 to 53.
    - C. Student-faculty Ratio: About constant at around 8 to 1.
    - D. Faculty Compensation: Increase by 5.5 per cent a year for two years, and 4.5 per cent a year for the remainder of the decade.
    - E. Number of Other Staff: An addition of four persons to present complement of 66.5.
    - F. Compensation of Other Staff: Increase by 6 per cent a year in the early part and 4 per cent a year in the later part of the decade.
    - G. Costs Other than Salaries: Increase by 4 per cent a year.
    - H. Student Aid: Increase by 1.5 per cent a year.
2. Relating to Income:
    - A. Tuition and Fees: Increase on the average by 3.5 per cent a year; increases in $200 increments every two years from $2,500 in 1971-72 to $3,500 in 1981-82; other fees increased from $260 to $310.
    - B. Investment Income: Increase by about 6 per cent a year; Endowment growth at book value from $2,536,000 in 1971 to 10,000,000 in 1982; Yield on endowment 4 per cent of book.
    - C. Auxiliary Enterprises: Income and expense equal; Average board and room rates increased from $1,165 in 1971-72 to 1,365 in 1981-82.
    - D. Gifts and Grants: Increase by 2.25 per cent a year.
3. Relating to Plant Additions and Improvements:

    No new structures:
    Debt retirement on recently completed academic buildings, land purchase, equipment, etc., estimated for decade at $6,140,000.

TABLE 15(B)

HARVEY MUDD COLLEGE
PROJECTION OF OPERATING EXPENDITURES 1973-1982

Years	Instruction	Library	Administration	General	Plant Maintenance	Student Aid	Total
			(000 Omitted)				
1970-71 (Actual)	$ 1,029	$ 94	$ 139	$ 514	$ 179	$ 141	$ 2,096
1971-72 (Budget)	1,236	105	146	543	279	185	2,494
1972-73	1,358	115	157	568	338	185	2,721
1973-74	1,470	125	162	589	332	190	2,868
1974-75	1,547	130	172	610	323	190	2,972
1975-76	1,597	135	177	627	316	195	3,047
1976-77	1,641	140	187	647	307	195	3,117
1977-78	1,705	145	192	666	299	200	3,207
1978-79	1,762	150	202	685	291	200	3,290
1979-80	1,830	155	207	703	284	210	3,389
1980-81	1,892	160	217	721	288	210	3,488
1981-82	1,964	165	222	741	295	215	3,602

TABLE 15(C)

HARVEY MUDD COLLEGE
PROJECTION OF OPERATING INCOME 1973-1982

Years	Tuition and Fees	Investment Income	Gifts and Grants[a]	Other	Total
		(000 Omitted)			
1970-71 (Actual)	$ 901	$ 149	$ 1,046	$ 2	$ 2,098
1971-72 (Budget)	998	146	1,329	4	2,477
1972-73	998	161	1,541	5	2,705
1973-74	1,075	193	1,566	5	2,839
1974-75	1,075	215	1,653	5	2,948
1975-76	1,156	236	1,610	5	3,007
1976-77	1,156	268	1,654	5	3,083
1977-78	1,233	309	1,607	5	3,154
1978-79	1,233	351	1,653	5	3,242
1979-80	1,314	393	1,619	5	3,331
1980-81	1,315	434	1,684	5	3,438
1981-82	1,392	476	1,672	5	3,545

[a] Includes gifts for student aid.

TABLE 15(D)

HARVEY MUDD COLLEGE
PROJECTION OF AGGREGATE GIFTS AND GRANTS 1973-1982

Purpose		Amount
Current Operations		$ 16,300,000
Endowment (Book Value)		7,500,000
Plant		6,100,000
	Sub-total	29,900,000
Life Income Contracts		1,100,000
	Grand Total	$ 31,000,000

E. Pitzer College

Comments of President Robert H. Atwell
on the Assumptions Underlying the Financial Projections

1. The College will not increase in terms of number of students. The plan assumes a continuation of the presently budgeted 675 full-time equivalent fee-paying students as the two semester average.

2. An effort will be made to reduce the student/faculty ratio from nearly 14 to 1 at present to about 9 to 1 by 1980-81.

Comment: Both of the above assumptions are predicated on the assumption that the College should remain a small institution which affords considerable student/faculty contact. Our present 14 to 1 ratio and average class size of about 25 are the least favorable in Claremont. Since we are charging comparable or higher fees than the other Colleges--because we have few resources to support the operating budget beyond tuition--it seems important to work toward smaller classes and greater student/faculty contact. This may be necessary if we are to compete successfully for the ever-shrinking market of students who can afford the cost differentials between private colleges and the large public institutions.

The reduction in the ratio would cost $1.6 million over a ten year period and it is assumed that this could only be afforded by extraordinary private giving--i.e., beyond reasonable extrapolations of growth from current levels--or by federal funds of the order of magnitude contained in bills recently passed by the House and Senate.

3. The compensation of the faculty would increase 5% per year and that of the non-academic staff by 7%.

Comment: It is generally assumed that faculty salaries will not in the future grow by any more than 5% annually. While Pitzer salaries are now comparable to those of the other Claremont Colleges, there are structural inequities that need attention and moreover, our faculty are still concentrated at the Assistant Professor rank. As the distribution between ranks shifts toward the other two professorial ranks (the most recent plan assumes 25% each in the top two ranks) the compensation increases might have to be more than a 5% annual average.

It is becoming increasingly clear that colleges throughout the nation have under-compensated their non-academic employees. In Claremont, this shows up most clearly in the retirement plan though salaries are also low for certain types of skills. We can expect the need to increase non-academic salaries at a faster rate than that applicable to the faculty.

4. Costs other than salaries will increase at a rate of 4% to 5% a year.

Comment: Pitzer has been uniquely fortunate in having a new and efficient physical plant which requires minimal maintenance. As a result of that factor, the youthfulness of our faculty, and some other factors, our cost per student is quite low by Claremont standards. It may be unrealistic to assume that the growth in non-salary costs will be roughly parallel to inflation but it seems like a worthwhile goal.

5. Financial aid will only grow in proportion to tuition increases (which are assumed at 5% annually).

Comment: Pitzer now puts a higher proportion of its educational, general and financial aid budget (about 18%) and a higher proportion of its fee income (about 18%) into financial aid than most liberal arts institutions. As a result of this and our ability to generate outside funds from the Federal government, California state scholarships, and gifts, we provide some financial aid to half our students. We should be able to continue providing this level and extent of aid in the future if we increase financial aid as tuition grows. This admittedly does not cover potential future room and board increases.

6. Tuition will increase at the rate of 5% per year.

Comment: We are a high cost institution now, which argues against tuition increases. Moreover, like comparable private institutions, we face a dwindling supply of students who can afford to pay as we increase tuition. On the other hand, we must rely principally on tuition to finance the institution. Thus, if cost increases are inevitable then tuition increases will be also. The projected rate of increase is roughly consistent with projected inflation and is a lesser rate of increase than the College has ever experienced in the past.

7. Endowment income will increase the currently budgeted $68,000 to $250,000 by 1980-81. This presumes endowment growing from $1.5 million currently to about $3.5 million. This also means a yield of about 7% from the endowment.

Comment: Not only is our endowment small but the annual return on that endowment has also been quite small. While cash for the operating budget has to be our first priority we must also make every effort to increase the endowment for the future security of the College. Moreover, increases in the endowment also benefit the operating budget particularly if we adopt a policy, which is strongly recommended, of spending a percentage of the endowment each year with a varying portion of the amount available for spending coming from interest or dividends and from capital gains. The plan assumes the implementation of the "total return" concept.

8. Net income from auxiliary enterprise operations will continue at the level of $110,000.

Comment: This is the amount we are currently budgeting. Arguably, we should realize no net income from regular room and board operations ($17,000 of the $110,000 represents net income on summer operations and other space rentals except the Institute for Educational Computing) and raise the tuition correspondingly. We may wish to do so but that would not change the total figures for planning purposes, only the distribution between categories.

The realization of net income--or of balance between income and expenses if the categories of income are changed--will require the continuation of presently tight policies to assure high occupancy. We are now budgeted for 95% of full occupancy. The occupancy assumptions could be lowered and the rates increased but Pitzer currently has to charge very high room and board rates because all of our facilities for these purposes are carrying a heavy debt load--equivalent to nearly $300 per student per year.

9. Unrestricted gifts other than from the Independent Colleges of Southern California will nearly double in ten years from the presently budgeted $125,000 level.

Comment: This level would only fund the ongoing level of the College program--including salary increases and modest provisions for inflation--and would not permit the improvement of the student/faculty ratio, the funding for which is discussed below. We now pay for about 90% of the educational and general budget of the College from tuition income and the planning assumptions would not change that situation. This may be the most challenged assumption in the plan. There are relatively few, if any, comparable institutions which rely so heavily on tuition.

10. A reduction in the student/faculty ratio from the present nearly 14 to 1 to about 9 to 1 by 1980-81 at a cumulative cost of $1.6 million to be paid for by extraordinary private giving (beyond the assumptions in number 9 above) and/or non-project Federal funds.

Comment: If the College is to compete successfully in the future, this kind of improvement may well be necessary. It cannot be paid for by tuition, which independent of this assumption, is probably going to have to be increased by 5% per year.

TABLE 16(A)

PITZER COLLEGE
ASSUMPTIONS UNDERLYING TEN-YEAR PROJECTIONS

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1. Relating to Expenditures:

   A. Enrollment (f.t.e.): Constant at 1971-72 budgeted level of 675.

   B. Number of Faculty: Increase from 56 in 1971-72 to 79 in 1980-81; and change in distribution by ranks with a higher proportion in upper ranks.

   C. Student-faculty Ratio: Decline from 14 to 1 to 9 to 1.

   D. Faculty Compensation: Increase by 5 per cent a year.

   E. Number of Other Staff: Held constant.

   F. Compensation of Other Staff: Increase by 7 per cent a year.

   G. Costs Other than Salaries: Increase by 4 to 5 per cent a year.

   H. Student Aid: Increase by 5 per cent a year (in proportion to increase in tuition.

2. Relating to Income:

   A. Tuition: Increase by 5 per cent a year from $2,500 in 1971-72 to 4,074 in 1980-81; other fees constant, yielding $105,000 a year.

   B. Investment Income: Increase from budgeted $68,000 in 1971 to 250,000 in 1980-81. Endowment growth from $1.5 to $3.5 million; Yield on endowment 7 per cent of moving average of market value.

   C. Net Income from Auxiliary Enterprises: Constant at $110,000 a year; (Board and room rising from $1,400 in 1971-72 to $1,800 in 1981-82.)

   D. Gifts and Grants: Increase by about 15 per cent a year.

3. Relating to Capital:

   No new structures and modest amounts of remodeling and improvements totaling $300,000.00.

TABLE 16(B)

PITZER COLLEGE
PROJECTIONS OF OPERATING EXPENDITURES 1973-1982

Years	Instruction	Library	Administration	General	Plant Maintenance	Student Aid	Total
			(000 Omitted)				
1970-71 (Actual)	$ 853	$ 79	$ 123	$ 454	$ 165	$ 361	$ 2,035
1971-72 (Budget)	952	86	143	529	175	413	2,298
1972-73	1,052	94	153	565	188	433	2,485
1973-74	1,142	94	158	589	199	455	2,637
1974-75	1,245	99	166	621	212	477	2,820
1975-76	1,385	104	175	656	226	500	3,046
1976-77	1,515	110	184	694	242	525	3,270
1977-78	1,669	116	193	736	259	551	3,524
1978-79	1,852	122	202	780	276	579	3,811
1979-80	2,002	128	212	828	294	607	4,071
1980-81	2,214	134	224	875	315	637	4,399
1981-82	2,449	140	236	925	335	669	4,754

TABLE 16(C)

PITZER COLLEGE
PROJECTIONS OF OPERATING INCOME 1973-1982

Years	Tuition and Fees	Investment Income	Gifts and Grants	Other[a]	Total
		(000 Omitted)			
1970-71 (Actual)	$ 1,668	$ 48	$ 280	$ 142	$ 2,138
1971-72 (Budget)	1,793	68	364	110	2,335
1972-73	1,877	70	422	116	2,485
1973-74	1,962	80	477	118	2,637
1974-75	2,055	100	545	120	2,820
1975-76	2,153	125	646	122	3,046
1976-77	2,225	150	771	124	3,270
1977-78	2,363	175	860	126	3,524
1978-79	2,476	200	1,007	128	3,811
1979-80	2,595	225	1,121	130	4,071
1980-81	2,720	250	1,297	132	4,399
1981-82	2,856	275	1,500	134	4,765

[a] Includes $110,000 a year of net income from auxiliary enterprises.

TABLE 16(D)

PITZER COLLEGE
PROJECTIONS OF AGGREGATE GIFTS AND GRANTS 1973-1982

Purpose	Amount
Current Operations	$ 8,600,000
Endowment	2,000,000
Plant	300,000
Total	$10,900,000

CHAPTER IX

PLANS AND FINANCIAL PROJECTIONS: CLAREMONT GRADUATE SCHOOL[1]

The position of Claremont Graduate School differs somewhat from that of the undergraduate colleges. Its mission and style are not as clearly established. Moreover, its place in the organization of Claremont was changed in 1971. Though it remained part of the corporation of The Board of Fellows of Claremont University Center, its government was delegated to a separate division of that Board known as the Board of Trustees of Claremont Graduate School. The new Board and the new president have not yet had an opportunity to form definite long-range plans.

The Graduate School, nevertheless, is a nationally recognized institution. It was established in 1925 and since has grown steadily in stature and scope. It offers the Ph.D. in fourteen fields and the master's degree in twenty-two fields in the humanities, social studies, mathematics, and botany. As measured by degrees awarded, it is a sizeable institution. In recent years, it has been conferring annually nearly 100 Ph.D.'s and over 200 master's degrees. It has a faculty of about fifty-eight full-time members and draws for part-time services on many members of the undergraduate faculties. As befits Claremont, it is a small institution with 1,232 students (623 full-time equivalents)[2] and it operates on an informal and personal basis.

Not only does the Graduate School serve in its own right as a significant national asset, but its development and success are of critical importance to the future of the Claremont group. It serves four functions locally. First, it draws to Claremont mature students who are committed to scholarly pursuits and thus diversifies the student body. Second, it draws both to the Graduate School and to the undergraduate colleges faculty members whose scholarly interests could not be fully served in an exclusively undergraduate environment. It thus helps to diversify and strengthen the faculties. Third, it serves as a focus and supporting center for scholarly endeavors of the entire community.

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[1] President Barnaby C. Keeney of Claremont Graduate School kindly assisted in the preparation of this chapter and has reviewed and approved the contents.

[2] The wide difference between the number of students and full-time equivalents is due partly to the fact that many students are on "projected registration" while working on their dissertations and partly to the fact that some students attend part time.

Fourth, it enhances Claremont's national influence as an intellectual center. The School of Theology at Claremont and the Rancho Santa Ana Botanic Garden, which cooperate closely with the Graduate School, contribute mightily to these same functions.

The Graduate School anticipates a reduction in enrollment of about ten or twelve per cent in the next three years followed by a slow increase to somewhat above the present numbers of students. This planning is based on the expectation that capable persons with Masters' and Doctors' degrees will be needed in increasing numbers as America copes with its multiple social problems and adjusts to new technologies. These people may not be in precisely the same occupations as their predecessors. They will find their way to new kinds of positions in business, government, communications, public schools, and community colleges. But the demand for the well-educated will continue to grow in the long run.

The Graduate School does not expect to widen its range of offerings to include all major subjects in the arts and sciences, but rather to concentrate on the humanities and social studies and on subjects such as mathematics upon which many of the humane and social disciplines depend. It aspires to excellence in a few academic fields rather than comprehensive coverage of all fields. Indeed, some graduate programs now offered, which are weak because they do not attract sufficient numbers of students or are not adequately financed, might be eliminated and the released funds used to strengthen other programs.

Through concentrating in the humanities and social studies, the Graduate School hopes to cultivate many presently unexploited opportunities for educating men and women for careers involving application of these fields to practical affairs.

The Graduate School hopes to increase the numbers of its faculty both through full-time appointments and through joint appointments with the undergraduate colleges. Improved coordination between the Graduate School and the undergraduate colleges in the deployment of faculties for graduate instruction is an urgent need.

A principal capital requirement is for an additional residential community of several hundred units for both married and single graduate students. At present, graduate students are widely scattered and do not enjoy the benefits of community association as fully as the undergraduate students. The Graduate School also needs academic facilities including office and studio space to replace the Graduate wing of Project Libra, offices for additional faculty, and replacement of inefficient houses and other small buildings now in use.

A serious problem is inadequacy of student aid. Recent cutbacks in both Federal and State programs have intensified the problem. Moreover, two special conditions at Claremont limit the amount of aid as compared with that of most universities. One is that the level of sponsored research is low and the number of paid research assistantships for graduate students is correspondingly small. The other is that the undergraduate colleges employ few graduate students as teaching assistants although some are employed as instructors. These two conditions also impair the quality of graduate study at Claremont because research and teaching experience are of great educational value to students. To increase the number of research assistantships, the Graduate faculties must increase the flow of outside funds for research. The question of teaching assistants is a delicate one. No one wishes to impose upon Claremont the "university syndrome" in which a large share of undergraduate teaching is done by graduate assistants. But modest use of assistants, under careful control as to selection and supervision, could provide excellent teaching at low cost and could be of mutual benefit to the undergraduate colleges and the Graduate School.

Another problem relates to the Library about which more will be said later in this report. As a new and developing collection it is remarkably good. But it is still not adequate as a foundation for graduate study in the humanities and social studies and needs rapid strengthening in both services and books. These will require additional space.

President Keeney has recently prepared an illuminating through preliminary report on "Some Possible Futures for Claremont Graduate School." This document, which clearly outlines the issues, is attached as an appendix to this report.

The following tables outline the financial plans of Claremont Graduate School for the next decade.

TABLE 17(A)

CLAREMONT GRADUATE SCHOOL
ASSUMPTIONS UNDERLYING TEN-YEAR PROJECTIONS

1. Relating to Expenditures

   A. Enrollment (f.t.e.): declining from 623 in 1971-72 to
   566 in 1974-75 and
   then increasing to 680 in 1981-82.

   Total Enrollment: declining from 1,232 in 1971-72 to
   1,120 in 1974-75 and
   then increasing to 1,350 in 1981-82.

   B. Number of Faculty (f.t.e.):
   increase by 2 or 3 a year from 54 in 1971-72 to
   77 in 1981-82.

   C. Student-faculty Ratio: decline from 11.5 to 1 to
   9.0 to 1.

   D. Faculty Compensation: increase by 4.0 per cent a year.

   E. Non-academic Staff: increase in
   proportion to growth of faculty from 83 in 1971-72 to
   118 in 1981-82.

   F. Non-academic Compensation: increase 6.5 per cent a year
   until 1975-76 and 4.0 per cent a year
   thereafter.

   G. Costs Other than Salaries:
   increase by about 5.0 per cent a year
   library costs increase 7.5 per cent a year.

   H. Student Aid: level for three years;
   then increasing by 5.0 per cent a year.

2. Relating to Income

   A. Tuition: increase by steps from $2,250 in 1971-72 to
   2,750 in 1975-76 and
   level thereafter.

   B. Investment Income: endowment growth at $1,000,000 a year plus appreciation at 3 per cent a year; yield on endowment of 6.5 per cent of moving average of market value.

   C. Auxiliary Enterprises: operated at a slight loss.

   D. Gifts and Grants: increase on the average by 6.0 or 6.5 per cent a year.

3. Relating to Capital

   Student-faculty low-density housing,)
   Replacement for Graduate Wing of Project Libra,) $10,000,000.
   Debt Retirement,)
   Remodeling.)

TABLE 17(B)

CLAREMONT GRADUATE SCHOOL
PROJECTION OF OPERATING EXPENDITURES 1973-82

Years	Instruction	Library	Administration	General	Plant Maintenance	Student Aid	Total
			(000 Omitted)				
1970-71 (Actual)	$ 1,484	$ 288	$ 242	$ 464	$ 348	$ 544	$ 3,370
1971-72 (Budget)	2,093	310	297	381	262	857	4,200
1972-73	2,198	390	309	396	272	857	4,200
1973-74	2,308	419	321	412	283	857	4,600
1974-75	2,423	450	334	428	294	900	4,829
1975-76	2,544	484	347	445	306	945	5,071
1976-77	2,671	520	361	463	318	992	5,325
1977-78	2,805	559	375	482	331	1,042	5,594
1978-79	2,945	601	390	501	344	1,094	5,875
1979-80	3,092	646	406	521	358	1,149	6,172
1980-81	3,247	694	422	542	372	1,206	6,483
1981-82	3,409	746	439	564	387	1,267	6,812

TABLE 17(C)

CLAREMONT GRADUATE SCHOOL
PROJECTIONS OF OPERATING INCOME 1973-1982

Years	Tuitions and Fees	Investment Income	Gifts and Grants	Other	Total
		(000 Omitted)			
1970-71 (Actual)	$ 1,195	$ 795	$ 1,425	$ 52	$ 3,467
1971-72 (Budget)	1,328	1,158	1,497	6	3,989
1972-73	1,315	1,293	1,553	6	4,167
1973-74	1,409	1,384	1,614	6	4,413
1974-75	1,367	1,501	1,721	6	4,595
1975-76	1,546	1,620	1,837	6	5,009
1976-77	1,610	1,744	1,962	6	5,322
1977-78	1,662	1,811	2,098	6	5,577
1978-79	1,700	2,002	2,245	6	5,953
1979-80	1,733	2,139	2,403	6	6,281
1980-81	1,754	2,280	2,575	6	6,615
1981-82	1,766	2,426	2,763	6	6,961

TABLE 17(D)

CLAREMONT GRADUATE SCHOOL
PROJECTIONS OF AGGREGATE GIFTS AND GRANTS 1973-1982

Purpose	Amount
Current Operations	$ 20,800,000
Endowment (Book Value)	7,000,000
Plant	9,400,000
Sub-total	37,200,000
Life Income Contracts	1,000,000
Grand Total	$ 38,200,000

CHAPTER X

FINANCIAL PROJECTIONS OF THE COLLEGES: RECAPITULATION

This chapter brings together for comparative purposes the financial projections of the five undergraduate Colleges and Claremont Graduate School. The summary data are presented in Tables 18, 19, 20, and 21.

TABLE 18

TOTAL OPERATING EXPENDITURES[a]
THE CLAREMONT COLLEGES, 1970-71 AND PROJECTED 1981-82

	1970-71 (Actual)	1971-72 (Budget)	1981-82 Projected	Average Annual Percentage Increase 1971-72 through 1981-82
		(000 Omitted)		
Pomona	$ 5,933	$ 6,363	$ 11,126	5.75%
Scripps	2,422	2,431	3,935	5.0
Claremont Men's	2,834	2,988	4,677	4.5
Harvey Mudd	2,096	2,494	3,602	4.0
Pitzer	2,035	2,298	4,754	7.5
Claremont Graduate	3,370	4,200	6,812	5.0
Total	$18,690	$20,774	$ 34,906	5.5

[a] Includes student aid; excludes auxiliary enterprises.

TABLE 19

STUDENT FEES
THE CLAREMONT COLLEGES, 1971-72 AND PROJECTED 1981-82

	TUITION[a]		BOARD AND ROOM	
	1971-1972 (Actual)	1981-1982 (Projected)	1971-1972 (Actual)	1981-1982 (Projected)
		(000 Omitted)		
Pomona	$ 2,400	$ 3,400	$ 1,400	$ 2,235
Scripps	2,400	3,910	1,400	2,174
Claremont Men's	2,500	3,600	1,230	1,650
Harvey Mudd	2,500	3,500	1,110	1,365
Pitzer	2,500	4,075	1,400	1,800
Claremont Graduate	2,250	2,750	--	--
Average	$ 2,425	$ 3,539	$ 1,308	$ 1,845

[a] Exclusive of special fees which in 1971-72 range from $112 to $290.

TABLE 20

PERCENTAGE DISTRIBUTION OF OPERATING INCOME BY SOURCES THE CLAREMONT COLLEGES, 1970-71 AND PROJECTED 1981-82[a]

	Tuition and Fees	Income from Investments	Current Gifts and Grants and Other	Total
Pomona				
1970-71 Actual	55%	28%	17%	100%
1981-82 Projected	39	39	22	100
Scripps				
1970-71 Actual	53	24	23	100
1981-82 Projected	53	28	19	100
Claremont Men's				
1970-71 Actual	68	17	15	100
1981-82 Projected	64	24	12	100
Harvey Mudd				
1970-71 Actual	43	7	50	100
1981-82 Projected	39	14	47	100
Pitzer				
1970-71 Actual	78	2	20	100
1981-82 Projected	60	6	34	100
Claremont Graduate				
1970-71 Actual	34	23	43	100
1981-82 Projected	25	35	40	100

[a] Includes income designated for student aid; excludes income from auxiliary enterprises.

TABLE 21

PROJECTED GIFTS AND GRANTS TO FULFILL FINANCIAL PLANS FOR DECADE 1973-82, THE CLAREMONT COLLEGES

	To Be Used for Current Operations	Additions to Endowment	Additions to Plant	Sub-Total	Life Income Contracts	Grand Total
		(000 Omitted)				
Pomona	$ 16,700	$ 37,000	$ 10,000	$ 63,700	$ 18,000	$ 81,700
Scripps	5,900	8,600	2,000	16,500	8,500	25,000
Claremont Men's	4,900	10,000	500	15,400	13,600	29,000
Harvey Mudd	16,300	7,500	6,100	29,900	1,100	31,000
Pitzer	8,600	2,000	300	10,900	--	10,900
Claremont Grad.	20,800	7,000	9,400	37,200	6,300	43,500
Totals	$ 73,200	$ 72,100	$ 28,300	$173,600	$ 47,500	$221,100

CHAPTER XI

INTERCOLLEGIATE COOPERATION: NON-INSTRUCTIONAL

Over the years, The Claremont Colleges have organized many common programs, sometimes through the merging of existing services as in the case of Honnold Library, and sometimes through the creation of new programs such as Black Studies and Chicano Studies. In general, the Colleges have been cautious about entering into joint programs--even in such obvious cases as the Library and Computer Center--and have done so only when it was believed that higher quality of service or lower cost would be achieved thereby.

This and the following chapter review the present position and future possibilities in intercollegiate cooperation among the Colleges.

These two chapters include recommendations as to future policy which may be somewhat more controversial than other parts of the report. The recommendations are intended to stimulate discussion, not to reach final conclusions.

A. A Comment on Nomenclature

Several different terms have been used to describe the various common programs, facilities, and services of The Claremont Colleges. Recently "central services" has been widely used. This term is unsatisfactory because "services" is inappropriate for many of the functions. In this report, "central programs and services" is used or just "central programs" for activities common to all the six Colleges. "Cooperative program" is used for those involving fewer than six of the Colleges.

B. Central Programs and Services

A major area of cooperation includes programs conducted centrally for the benefit of all the Colleges. A list of such central programs with an indication of sources of finance is shown in Table 22. The combined cost of all the programs listed in 1970-71 was over $5,000,000 or nearly one fifth of the total operating expenditures of the Colleges.

A persistent question in Claremont is whether the costs of central programs and services levied on each College are higher or lower than corresponding costs borne by free-standing colleges. Studies of the question have been inconclusive. The costs are probably neither higher nor lower, but the quality of many of the programs is undoubtedly higher, a notable example being the Library. In any event, the central programs are essential

TABLE 22

CENTRAL PROGRAMS AND SERVICES CONDUCTED FOR THE BENEFIT OF ALL COLLEGES CLASSIFIED BY METHOD OF FINANCE

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1. Financed primarily from charges on the Colleges levied according to formulas measuring use or benefit:[a] (Total cost in 1970-71, $4,830,710)

Office of the Provost
Business Office
Heating Plant
Physical Plant
Telephone
Campus Security
Honnold Library
Institute for Educational Computing
Human Resources Institute
Center for Educational Opportunity
Chaplain
Student Health Service
Counseling Center
Auditorium and Theatre Events

2. Financed primarily from sales with deficits ultimately the responsibility of Claremont University Center (total operating expenditures in 1970-71 $388,000 and total deficits $45,000):

Huntley Bookstore
Faculty House
Print Shop
Claremont Press[b]
Concert Events

3. Financed partly from charges assessed against the Colleges and partly from endowment and gifts: (Total cost in 1970-71, about $250,000)[c]

Office of Chancellor[b]
Institutional Research
Joint Development
Land Operations
Joint Campus Planning

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[a] Other sources of finance include current gifts and grants and endowment income available for the Library and several other programs.

[b] Not in operation in 1970-71.

[c] Charges assessed against the Colleges expected to be minimal in 1972-73 and thereafter.

to the operation of the Colleges and their costs at some level would have to be met whether these programs were conducted jointly or separately.

Over recent years, expenditures for the central programs listed in Table 22 have tended to grow more rapidly than other expenditures of the Colleges. This relative growth is shown in Table 23. Central programs accounted for 19.3 per cent of the combined college budgets in 1970-71 as compared with 14.3 per cent in 1965-66. Since the boards and administrations of the Colleges have become increasingly concerned about this rise, an analysis of the cause may be useful.

TABLE 23

EXPENDITURES FOR CENTRAL PROGRAMS AND SERVICES
COMPARED WITH TOTAL EXPENDITURES OF THE COLLEGES 1966-1971

Years	Expenditures for Central Programs[a] (1)	Expenditures for those Central Programs Continuing Throughout the Period[a] (2)	Total Operating Expenditures of Colleges (3)	Column 1 as % of Column 3	Column 2 as % of Column 3
1965-66	$ 2,136	$ 2,136	$ 14,936	14.3%	14.3%
1966-67	2,514	2,514	17,665	14.2	14.2
1967-68	2,757	2,757	19,168	14.4	14.4
1968-69	3,274	3,224	21,675	15.1	14.9
1969-70	4,308	3,593	24,053	17.9	14.9
1970-71	4,940	3,977	25,615	19.3	15.5

[a] Includes only those central programs financed by charges on all the colleges.

The expenditure escalation for central programs has been due primarily to the addition of new programs as authorized by the several Colleges. It has been due only slightly to the expansion of previously existing programs. As shown in Table 23, those central programs in existence in 1965-66 expended 14.3 per cent of the college budgets in that year as compared with 15.5 per cent in 1970-71. This small increase can be accounted for primarily by the decision to use Ford Foundation funds to strengthen the Honnold Library System. In addition, technological change required increasing expenditures for computer services and unavoidable circumstances led to substantial increases in the cost of campus security. The record indicates that the relative rise in cost of central programs has been due not to lack of proper control, but primarily to the addition of new programs--Human Resources Institute, Center for Educational Opportunity, and Office of Institutional Research-- and secondarily to the expansion of the Library, the Computer Center, and Campus Security.

Economies should of course be sought among the central programs and each should meet the same test of essentiality as any activity within the Colleges. The appointment of the Provost as the administrator of the central programs is looked to as a way of improving economy of operation.

Understandably, the Colleges are not eager to embark upon new central programs unless the cost would be negligible, or cost-saving would clearly result, or the finance could be derived from outside sources.

C. Cooperative Programs Involving Some of the Colleges

A second area of cooperation consists of special arrangements among two or more--but not all--the Colleges. Examples are found in admissions, science instruction, and many extracurricular activities such as intercollegiate athletics, forensics, dramatics, and music. These arrangements have proved to be workable and sensible ways of meeting needs and are always available when the more formal central programs involving all the Colleges are not feasible.

D. Libraries

The Libraries of the Claremont Colleges include several units available to all the students and faculty of Claremont: Honnold Library; Seeley Wintersmith Mudd Memorial Library; six departmental science libraries at Pomona; Ella Strong Denison Library at Scripps; and the Sprague Library at Harvey Mudd.[1] These are administered as a single integrated system of over 700,000 volumes through a special intercollegiate agreement. Close working relations are maintained with the libraries of several affiliated institutions: The Francis Bacon Library, Rancho Santa Ana Botanic Garden, and the School of Theology at Claremont. The total library resources available in Claremont include more than 850,000 volumes. In addition the libraries currently receive 5,100 periodicals and 75 newspapers and maintain substantial collections of microtext and other materials.

These resources are of course magnificent for purposes of undergraduate liberal education. The following are some illustrative figures on the 1968-69 library holdings of some independent liberal arts colleges comparable to individual colleges of the Claremont group:

	Volumes
Haverford	275,000
Kenyon	175,000
Amherst	405,000
Rose Polytechnic	35,000
Occidental	224,000
Reed	200,000
Carleton	237,000
Swarthmore	361,000
Mills	152,000
Vassar	397,000
Wellesley	465,000
Dartmouth	985,000
Oberlin	666,000

Claremont's library resources are not, however, adequate for the scholarly purposes of the faculties of all the colleges or for the needs of

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[1] Certain other small collections in the Graduate School are not as yet integrated into the Honnold System, but should be so integrated.

Claremont Graduate School. The following figures on library holdings of several distinguished small private universities indicate the disparity:

	Volumes
Princeton	1,998,000
Vanderbilt.	1,204,000
Duke.	1,945,000
Brown	1,240,000
Chicago	2,713,000
Johns Hopkins	1,767,000
Rochester	1,140,000
Yale.	5,319,000
Stanford.	3,071,000
Washington (St. Louis). .	1,079,000

An excellent library, excellent in both depth and range of collections and in service to users, is the very foundation of a scholarly community. Claremont has made great strides in building such a library. The pace should be maintained or accelerated. The Libraries should grow in number of volumes at something like five per cent a year and should grow in services and building space accordingly.

The system of financing the Libraries works against this objective. Expenditures are met by charges levied on the colleges according to number of students and faculty (with graduate students and faculty counted double). Since the Libraries at present are more than adequate for the needs of any small undergraduate college, the undergraduate colleges cannot be expected to increase their payments at a rate more rapid than the growth of their budgets. The Graduate School, on the other hand, is in a financial position to make only moderate increases in its contributions.

What is clearly needed and strongly recommended is supplemental funding for the Libraries by designated gifts for current operations and endowment. To meet the urgent requirements of the Libraries will call for growth in the operating and book budgets from $1,276,000 in 1971-72 to at least $2,500,000 in 1981-82; and expansion of building space by 50,000 square feet at a cost of about $2,500,000. These figures are exclusive of any library costs connected with new colleges.

Assuming that the six Colleges would increase their annual contributions for operations and books at about five per cent a year (with the Graduate School exceeding that percentage), about $2,000,000 of the needed $2,500,000 a year would be provided. The balance of $500,000 a year might be derived from current gifts of $200,000 a year and endowment income of $300,000 (based on an endowment of about $5,000,000).

The fund-raising objectives for the Library System in the next decade, then, are:

1. Annual gifts growing from $20,000 a year in 1972-73 to $200,000 a year in 1981-82 or a total of $1,100,000 over the decade.
2. Endowment of $5,000,000.
3. Building space of $2,500,000.

The above financial requirements can be presented with some confidence because a study of the Library System by a highly qualified consultant has just been completed.

The idea is often expressed that with imminent technological change conventional libraries will become obsolete. Though technological changes in the storage and retrieval of information is occurring, informed specialists are of the opinion that printed materials will continue to be the foundation of learning and scholarship for decades ahead. Claremont cannot reach its aspirations and meet its responsibilities without rapid additions to its library resources.

E. Computers

The Computer Center (known as the Institute for Educational Computing) serves the colleges and several outside organizations. Its operating costs and amortization of its capital are financed by charges for services rendered. However, the proper development of computer facilities at Claremont will require capital in addition to that generated by service charges. About $1,100,000 worth of additional equipment will be needed during the decade and 15,000 square feet of building space at about $500,000.

F. Museum

Over many years--extending back almost to the founding of Pomona College--The Claremont Colleges have had collections of memorabilia, natural history specimens, artifacts of primitive peoples, works of art, Oriental objects, ancient musical instruments, antique automobiles, etc. Most of these have been given to the individual colleges or to the group on the understanding that they would be cared for, exhibited to the public, and used in instruction. Some but not all of the collections are valuable and some are useful for educational and research purposes.

There are essentially three collections: significant but small art collections at Pomona and Scripps, and a mixed assortment of art, primitive artifacts, and other materials owned by Claremont University Center. Pomona and Scripps each have small art galleries and storage facilities used in art instruction; CUC has makeshift space in the basement of Bridges Auditorium but is without adequate administration, display facilities, or opportunity to relate the collections to instruction. However, the Pitzer anthropology faculty is making use of the primitive artifacts and is helping admirably in the classification and care of this collection.

The present situation is not satisfactory. It cries for suitable action to keep faith with donors and to make proper use of potential assets. On the basis of professional advice from within Claremont and elsewhere, the establishment of a central museum for art and anthropology with an appropriate building and curatorial staff is recommended. The museum would provide safe and orderly storage, adequate work space, proper protection of the works of art and artifacts entrusted to it, and modest space for display of objects owned at Claremont and materials borrowed from other collections. It would be a working and living museum closely related to the educational programs of the several Colleges.

The museum might administer all or part of the collections now held at Scripps and Pomona. A question is whether the small museums in these two colleges should continue to operate independently, should be closed and merged with the central museum, or should be operated locally and administered centrally. The answer would of course depend entirely upon the wishes of the colleges concerned.

The experience of other colleges and universities is that a significant museum with able curators attracts gifts of art and artifacts. This would be especially true in Southern California with its many private collections, large and small. Privately held works of art and artifacts tend to change ownership once a generation, and large capital gains encourage their being given to non-profit institutions. For example, at one Midwestern institution where a substantial museum of art was opened in 1969, hundreds of important gifts have been received, nearly 400,000 people have visited the museum, and already plans are being made to enlarge the building. In accumulating a collection, however, a museum should not be dependent entirely on random gifts, but should also have an annual fund for purchases.

The initial building at Claremont (with provision for additions) would cost about $750,000, and the initial annual operating budget would be about $100,000, which might be defrayed from annual gifts of perhaps $25,000 and income from an endowment of $1,500,000.

In many ways, such a museum would be comparable to Honnold Library as a central educational tool for all the Claremont Colleges. It would also have benefits for the surrounding communities.

G. Chaplaincy

Great changes have been occurring in our society and on our campuses with respect to values and religion; equally great changes have taken place in attitudes toward organized religion. Students have become more deeply interested in values and meanings than at any time in recent decades and less moved by traditional religious observance. Under these conditions, the College Chaplaincy at most colleges and universities, certainly at Claremont, has had to search for new ways suited to the temper of the current younger generation. At Claremont, the Chaplaincy has been a positive and stabilizing influence, but the searching for a more effective ministry goes on. Exploration and discovery of fitting ways to minister to college students in the late 20th century should be encouraged. For this purpose, the annual budget of the Chaplain's office should be increased in the next few years by perhaps $20,000 a year from current gifts. Also the Chaplain's function should be stabilized by endowment of perhaps $500,000 to cover at least part of the annual operating cost, now at about $70,000.

H. Mechanical Aids to Instruction

The Colleges own a substantial quantity and variety of audio-visual equipment for instructional use. Pitzer College has been especially active in the audio-visual field. With the likelihood that mechanical modes of instruction--including computers, video cassettes, programmed instruction--will be more widely used, the Colleges should consider establishing a new joint program to own, service, and loan equipment and software as needed and to provide technical assistance.

I. Placement

Placement and career counseling are likely to increase in importance in the years ahead. Some of the Colleges provide placement services and some do not. Economy and effectiveness calls for one placement and career counseling service to which all Claremont students who need it would have access. For purposes of administration, such a center might be related to the Counseling Center or it might be conducted by one College on behalf of all the others. This center should be financed by fees levied on employers and students.

J. Responsibility for Certain Joint Programs

Several joint programs which are of benefit to all the Colleges are financed outside usual arrangements. These include Huntley Bookstore, the Print Shop, concert events, Faculty House, and Joint Campus Planning. Ultimate responsibility for the net costs or deficits of these programs now lies with Claremont University Center. This means that Claremont Graduate School bears the risk singly. It is recommended that these become central programs administered by the Provost and financed by charges on the Colleges.

K. Conclusions

Many other needs of the joint programs and services could be cited. The Health Service will need a new building before the end of the decade, Physical Plant will need an automated utility control system to economize on labor, and the Counseling Center will need additional building space. The Black Studies Center and the Chicano Studies Center should have outside gift income to relieve the Colleges of some of the substantial costs of operating these ethnic centers. These needs will perhaps call for current gifts in the next decade of $800,000, additions to endowment of $2,000,000 and buildings of $2,000,000.

CHAPTER XII

INTERCOLLEGIATE COOPERATION: INSTRUCTIONAL

This chapter is devoted to intercollegiate cooperation relating to instruction.

A. Cross-registration

The most far-reaching of all the cooperative ventures is one which has existed from the very beginning of the group plan, cross-registration. This is an arrangement by which students of any one undergraduate College are permitted to take courses in other undergraduate Colleges. (In some cases, cross-registration is also possible between the undergraduate Colleges and the Graduate School.) In general, cross-registration is a system of barter and no cash payments are made.

A detailed record of cross-registration during the first semester of 1971-72 is shown in Table 24. The total number of such registrations was 2,203, about 12.5 per cent of all course registrations.[1]

The terms of trade are somewhat uneven. Pomona and Claremont Men's College are creditors, though CMC has moved into this position only in the past two years. Scripps, Harvey Mudd, and Claremont Graduate School are debtors. Pitzer is the only college with an approximate balance of debits and credits, though it has been a debtor until recently. Because Pomona is the largest institution with the most comprehensive course offerings, it tends to have a heavy credit balance every year. The other Colleges have greatly benefited from the privilege of supplementing their instructional resources through the offerings of Pomona.

Cross-registration is sometimes hampered by differing curricular requirements, by the advice of counselors, by inertia of students, by lack of space in desired classes, by incompatibility among the colleges in grading practices and schedules. However, the system works reasonably well as indicated in the responses of recent graduates to a survey. Almost all had taken at least one course away from the home college, and 56 per cent had taken five or more courses. About a quarter of those responding indicated that it had been more difficult to cross-register than to take courses in the home college. When asked why, administrative problems were cited.

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[1] If one adds intercollegiate courses and those offered by central programs (e.g., Black Studies), the percentage of registrations outside home colleges would be around 17 per cent.

TABLE 24

CROSS-REGISTRATION AND TERMS OF TRADE
AUTUMN 1971-72[a]

	NUMBER OF COURSE-REGISTRATIONS		
	Received from Colleges Indicated	Sent to Colleges Indicated	Net Difference Creditor (+) Debtor (-)
Pomona			
Scripps	175	77	+ 98
Claremont Men's	145	76	+ 69
Harvey Mudd	87	26	+ 61
Pitzer	204	132	+ 72
Claremont Graduate	73	27	+ 46
Total	684	338	+346
Scripps			
Pomona	77	175	- 98
Claremont Men's	92	217	-125
Harvey Mudd	55	9	+ 46
Pitzer	127	137	- 10
Claremont Graduate	3	7	- 4
Total	354	545	-191
Claremont Men's College			
Pomona	76	145	- 69
Scripps	217	92	+125
Harvey Mudd	71	14	+ 57
Pitzer	145	125	+ 20
Claremont Graduate	30	25	+ 5
Total	539	401	+138
Harvey Mudd			
Pomona	26	87	- 61
Scripps	9	55	- 46
Claremont Men's	14	71	- 57
Pitzer	10	65	- 55
Claremont Graduate	8	7	+ 1
Total	67	285	-218
Pitzer College			
Pomona	132	204	- 72
Scripps	137	127	+ 10
Claremont Men's	125	145	- 20
Harvey Mudd	65	10	+ 55
Claremont Graduate	30	4	+ 26
Total	489	490	- 1

TABLE 24 (Continued)

	NUMBER OF COURSE-REGISTRATIONS		
	Received from Colleges Indicated	Sent to Colleges Indicated	Net Difference Creditor (+) Debtor (-)
Claremont Graduate School			
Pomona	27	73	- 46
Scripps	7	3	+ 4
Claremont Men's	25	30	- 5
Harvey Mudd	7	8	- 1
Pitzer	4	30	- 26
Total	70	144	- 74
Grand Total	2,203	2,203	--

[a] Data for this table were assembled by Sister Meneve Dunham, administrative intern of the American Council on Education. The table is only approximately correct as in some cases differing reports were received from sending and receiving institutions. In cases of discrepancy, data from the sending institution were used.

When asked the reasons for wanting to cross-register, 80 per cent mentioned "to get desired courses," and 13 per cent mentioned "to get particular professors." When asked if they would favor increased cross-registration, 84 per cent said "yes."

The clear-cut conclusion is that cross-registration is a valuable practice, that it should be fostered, and that care should be exercised to avoid stifling it by unilateral changes in curricular requirements, advising, schedules, grading systems, etc.

B. Academic Organization

A major problem of Claremont, which has never been satisfactorily solved, is to reconcile the autonomy of the Colleges with the need to organize and mobilize the academic disciplines.

College autonomy has meant that academic planning and decision-making have occurred primarily within the individual Colleges with their separate interests in view. Scant attention has been given to developing the several academic disciplines or interdisciplinary fields from the all-Claremont point of view. The planning of staff appointments, library resources, buildings and equipment, undergraduate curricula, graduate programs, and research takes place largely within the separate Colleges. Even intellectual give-and-take among faculty members of the same disciplines is hampered by the academic separation. The undoubted benefits of college autonomy have been bought at a high price in inability to achieve within the several disciplines balanced faculties, coherent programs, and rational division of labor.

Though the Claremont faculties include brilliant teacher-scholars, the radical separation of the faculties into small groups has worked against the appointment of as many exceptionally talented faculty members as the size and resources of Claremont would have permitted. It has prevented Claremont from achieving the strength as an intellectual and scholarly center that its overall size and resources might have permitted.

That the problem can be surmounted within the group plan has been demonstrated by Oxford and Cambridge which have maintained collegiality and concern for undergraduates while mobilizing intellectual resources of remarkable creativity. Claremont, as chief exponent of the group plan in America, has a kind of obligation to demonstrate that under this plan personal and collegial education with attention to undergraduates is not necessarily incompatible with scholarly achievement of first rank. To make the demonstration is the challenge of Claremont in the coming decades.

The degree to which the faculty is sub-divided in illustrated in Table 25 which shows the number of faculty members (f.t.e.) by academic fields and Colleges.

The solution lies partly in the acceptance by the boards, the administrations, and the faculties of the concept that Claremont is prepared to move forward toward becoming a major center of learning while retaining the important values achieved through the group plan and retaining the ultimate autonomy of the Colleges.

The solution lies partly in a willingness of the Colleges to be mindful of the academic development of Claremont as a group as well as of their separate interests. Such group commitment is possible because it is consistent with the long-range self-interest of the Colleges. Clearly, sound development of Claremont as an intellectual center will strengthen the Colleges individually.

The solution lies partly in administrative organization. The faculty "Field Committees" should be strengthened.[2] These are committees, one for each academic discipline, composed of all faculty members in the discipline from the several Colleges. The name "Field Committee" should be changed to the Oxford term "Board of the Faculty" to signify a change in concept and purpose. Each board of faculty should be staffed with a working chairman whose service in this capacity will be recognized and rewarded. In some cases, the Boards of Faculty would be interdisciplinary, or special faculty groups would be organized to deal with cross-disciplinary objectives. Encouragement would be given to communications across disciplinary lines.

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[2] The present field committees vary in effectiveness. Some are quite effective, e.g., mathematics and classics; others are weak or nonexistent.

TABLE 25

NUMBER OF FACULTY MEMBERS (FTE) BY ACADEMIC FIELDS AND COLLEGES 1971-72[a]

	Joint Science[b]	Pomona	Scripps	Claremont Men's	Harvey Mudd	Pitzer	Claremont Graduate School	TOTAL
SCIENCE		(Rounded to nearest full number)						
Chemistry	4	6	-	-	8	-	-	18
Geology	-	3	-	-	-	-	-	3
Physics	3	6	-	-	12	-	-	21
Life Sciences	4	8	-	-	-	-	1	13
SOCIAL SCIENCE								
Anthropology	-	2	-	-	-	5	-	7
Economics	-	6	-	12	-	2	8	28
Government	-	5	-	12	1	5	5	28
Psychology	-	5	3	5	2	8	7	30
Sociology	-	3	1	-	1	6	-	11
LANGUAGE & LITERATURE								
Chinese	-	3	-	-	-	-	-	3
Classics	-	1	2	-	-	1	-	4
English	-	10	7	9	2	7	4	39
French	-	4	5	1	-	2	-	12
German	-	3	1	2	-	1	-	7
Russian	-	2	-	-	-	-	-	2
Spanish	-	3	2	2	-	1	-	8
Italian	-	-	1	-	-	-	-	1
Japanese	-	-	-	-	-	-	1	1
S. E. Asian	-	-	-	-	-	-	1	1
FINE ARTS								
Art	-	6	11	-	-	2	1	20
Dance[c]	-	-	2	-	-	-	-	2
Music	-	13	7	1	-	-	1	22
Theater Arts	-	3	3	1	-	-	-	7

TABLE 25 (Continued)

	Joint Science[b]	Pomona	Scripps	Claremont Men's	Harvey Mudd	Pitzer	Claremont Graduate School	TOTAL
OTHER DISCIPLINES								
Education	-	--	-	-	-	-	11	11
History	-	8	5	5	2	4	4	28
Mathematics	-	7	-	6	11	1	6	31
Philosophy	-	6	2	2	2	2	3	17
Religion	-	4	1	2	-	-	5	12
Speech, Forensics and Communications	-	-	-	3	-	2	-	5
Engineering	-	-	-	-	11	-	-	11
Accounting	-	-	-	2	-	-	-	2
Physical Education	-	11	1	4	2	-	-	18
Number of Faculty	11	128	54	69	54	49	58[d]	423
Number of Fields Offered	3	24	16	16	11	16	14	32

[a] ROTC not counted.

[b] Offers science programs primarily for students of Scripps, Claremont Men's, and Pitzer.

[c] Also included under Physical Education at Pomona.

[d] Excludes faculty contributing less than 50% of time.

Each board of faculty should carry out the following functions with the help of appropriate sub-committees: (1) examine library holdings, make recommendations on book budgets and on specific acquisitions, and exercise general surveillance over library operations in the field; (2) make periodic reviews of curricula with the purpose of filling gaps, eliminating unnecessary duplication, deploying special faculty competences most effectively, and achieving efficient division of labor among the colleges; (3) plan faculty development, in particular advising on new appointments and helping arrange joint appointments or exchange of services; (4) plan for the acquisition and use of buildings, equipment, and other facilities; (5) arrange joint activities such as discussion groups, colloquia, seminars, lectures, field trips, off-campus programs, etc. These tasks will require leadership, imagination, and administrative time. They will not be accomplished by occasional perfunctory meetings.

The organization and activities of the boards of faculty should be a regular responsibility of the Provost's office. The Provost (or an associate of his) should devote substantial time to the activities of the boards of faculty. He should make sure that chairmen are appointed, that the boards meet, that they consider the issues before them, and that their recommendations are heeded. The chairman of each board of faculty should be an officer of the group and responsible to the Provost. The Colleges, however, would still retain ultimate authority with respect to final decisions. Each chairman might be paid an honorarium from the Provost's budget; or, the College supplying the Chairman might be reimbursed for time devoted to the business of the faculty board. The cost of operating the faculty boards would be of the order of $75,000 a year and would perhaps require current gifts of $400,000 and endowment of $600,000 in the decade.

That the success of the faculty boards requires the clear support of faculty, trustees, presidents and deans bears repeating.

The present sub-divided character of the Claremont faculties is a weakness. It is contrary to the original plan of Dr. Blaisdell; it is contrary to the experience of Oxford and Cambridge, and it is contrary to the advice of many outside foundation officials and educators who have evaluated Claremont. It should be corrected, but corrected within the framework of college autonomy and individuality.

C. Academic Cooperation for Graduate Study and Advanced Scholarship

Since the beginning of the group plan, instructional services have been exchanged between Claremont Graduate School and the several undergraduate Colleges. Selected faculty members of the undergraduate Colleges give graduate instruction (including courses, examinations, supervising research) and selected faculty members of the Graduate School give undergraduate courses. The balance of trade has always favored the Graduate School which gets more services than it gives. According to a survey in 1968-69, the net value of services rendered by undergraduate faculty members for the Graduate School, after deducting services of Graduate faculty to the undergraduate Colleges and payments made by the Graduate School for services rendered, was about $166,000. This amount represents a contribution in kind of perhaps eight or ten full-time faculty members.

This exchange has been of general benefit to all of Claremont. Many faculty members of the undergraduate Colleges are attracted to Claremont by the opportunity to take part in graduate instruction. A strong graduate school and the advanced study and scholarship it promotes are favorable to the strength and influence of Claremont. More important, the resources for graduate instruction and scholarship should not be confined to the Graduate School but should be diffused throughout all the Colleges. The strength and success of each College is enhanced by the presence of faculties and facilities for scholarship at the highest level. At the same time, undergraduate students are benefited by contact with graduate professors.

The system of exchange of services between the Graduate School and the undergraduate Colleges is informal and largely unplanned. The rewards and sanctions are weak. The system works only because of good will and because the interests of both parties are served. However, the system falls short from the standpoint of building a major center of learning at Claremont.

To achieve a strong and coherent graduate program, and to strengthen the intellectual resources of all the Colleges, faculty appointments in each field should be planned for Claremont as a whole so that needed strength can be achieved in graduate teaching and in scholarship as well as in undergraduate education. This objective clearly calls upon the boards of faculty, as described above, to take leadership in the planning of faculty appointments, library resources, etc. It also probably requires some new forms of joint appointments and mutual understandings between the undergraduate Colleges and Claremont Graduate School.

One possibility is that the Graduate School would participate financially in the replacement of faculty members as resignations and retirements occur in the undergraduate Colleges. For example, the Graduate School might augment the salaries available for such appointments on the conditions that the Graduate School would have some voice in the appointments and would be able to utilize some fraction of the appointees' time. If over the next ten years fifty such joint appointments were arranged, at a cost to the Graduate School of $7,500 each, an endowment of perhaps $5,000,000 would be needed.

The question of relationships between Claremont Graduate School and the undergraduate Colleges is a matter primarily for leadership and initiative from the Graduate School. It need not be considered here beyond raising the issue, emphasizing its importance to all of Claremont, and indicating the financial magnitudes involved.

D. Academic Division of Labor

Many other opportunities, of varying attractiveness, for academic cooperation exist in Claremont. Most of these relate to concentrating certain programs in particular Colleges or in joint programs. For example, for more than one College to teach subjects having limited enrollment, e.g., Japanese language, is uneconomical. Similarly, to teach subjects requiring expensive equipment in more than one College tends to be unduly expensive. One may even ask if every one of the Colleges should offer such universal subjects as English literature or history. A provocative paper advocating greater specialization by the individual Colleges and questioning the tendency of colleges to extend the range of academic fields taught has been written by Dean Ray Frazer of Pomona College with an equally provocative rejoinder by Dean Lee C. McDonald (see Appendices B and C).

The tendency for each College to offer a broad list of subjects exists because each wishes to present a coherent and distinctive total academic program and each wishes to keep its own students on its campus most of the time so as to achieve genuine community. Another factor is that savings from specialization will be illusory unless the ratio of students to faculty is actually increased. Specialization does not automatically bring about this result.

As shown in Table 25, page 96, the several Colleges give courses in from eleven to twenty-four fields. Nine fields are concentrated in one

College, namely, geology, Chinese, Russian, Italian, Japanese, Southeast Asian, education, engineering, and accounting.[3] It would not take much imagination to select other fields which could be advantageously consolidated; for example, each of the foreign languages, anthropology, classics, sociology, art, music, theater. To do so would doubtless strengthen each of these fields, and might in the long run result in modest cost savings. However, in many cases, a workable substitute for consolidation would be the creation of effective boards of faculty. But these two solutions are not mutually exclusive; consolidation may be the answer in some fields, boards of faculty in others. Neither is incompatible with basic College autonomy.

E. All-Claremont Professorships

Almost all Claremont faculty are appointed in individual Colleges. Few joint appointments between two or more Colleges have been made and no all-Claremont appointments.[4] This situation shuts off the opportunity for the Colleges to share in certain appointments in which they would have a common interest but which no one of them could justify or afford. Examples would be specialists in esoteric subjects, appointments in interdisciplinary fields, and distinguished professors. In effect, almost no one can be appointed in Claremont unless his full-time services can be used by one College. As a result, flexibility is reduced and one possible advantage of the group plan, the sharing of staff, is largely eliminated.

The Colleges should create the machinery for joint appointments and should actively seek endowed all-Claremont professorships. It is noteworthy that "University Professorships" are regularly appointed at Oxford and Cambridge.

If in the next decade a beginning were made by the creation of five All-Claremont Professorships, the necessary endowment would be $3,000,000.

F. Ethnic Studies

In 1969, the Human Resources Institute was created with three divisions: Black Studies Center, Chicano Studies Center, and Center for Urban and Regional Studies. These centers, with generous support from the Colleges, have developed into active and valued parts of The Claremont Colleges. The Black Studies and The Chicano Studies Centers are engaged primarily in offering courses available to all the students of Claremont and in counseling of students from the relevant ethnic group. The Center for Urban and Regional Studies has become primarily a research and service organization closely tied to Claremont Graduate School and has become relatively self-sustaining through outside grants.

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[3] Dance is shown in Table 25 as given only at Scripps. It is included under Physical Education at Pomona.

[4] Exceptions are: (1) a few faculty members of undergraduate colleges whose salaries are paid in part by the Graduate School, and (2) faculty members of the ethnic studies centers who are all-Claremont appointees. In the case of the ethnic studies groups, the arrangement of appointments and tenure proved to be difficult within Claremont traditions.

To support the Black and Chicano Centers, and at the same time to finance student aid and special services for minority students within each Claremont institution, has placed a heavy financial burden on the Colleges. No one is complaining because the cause is worthy and necessary. However, outside financing for the Black and Chicano Centers is urgently needed. A reasonable goal in the next decade would be to increase the flow of outside funds from the present negligible amount to $300,000 a year for the operations of these Centers. If one-half were raised by current gifts and grants and half from endowment, the amounts needed would be $825,000 in current gifts and grants and $2,300,000 in endowment. Because the structure and functions of the ethnic centers are still somewhat fluid, gifts for this purpose should be in flexible form.

G. Conclusion

Intercollegiate cooperation requires unending attention at Claremont. As conditions change, the subtle relationships between the values of college autonomy and those of group advancement must be continually adjusted. One of the strengths of Claremont is that the tensions between the group and the individual Colleges are constantly being examined with a view to more fruitful balance. In the 1970's increasing emphasis should probably be given to the strengthening and advancement of the group. The Colleges individually as well as collectively will be strengthened thereby.

CHAPTER XIII

NEW COLLEGES AND AFFILIATES

Out of past experience has grown a kind of informal understanding that, circumstances permitting, the Claremont group would found new colleges about once a decade and would encourage the establishment in the Claremont area of worthy affiliates. Nothing in past history compels the group to follow this pattern. Nine years have elapsed, however, since the decision to found Pitzer College and the question of new enterprises naturally arises.

A. Some Options

Essentially, there are three options: (1) to limit the group to present institutions and devote all energies to perfecting and improving them; (2) to push ahead with deliberate speed to develop new undergraduate colleges, to round out the Graduate School in the natural sciences, and to create a full complement of professional schools, and to establish all the ancillary institutions and facilities such a center would attract; (3) to move steadily toward the development of a major center, as circumstances allow, taking advantage of special opportunities such as fortuitous grants of funds for new enterprises or the location of non-member institutions at Claremont.

Each of these options has its attractions. The choice depends in part upon a judgment as to the social responsibilities of Claremont toward creativity in higher education. If one takes seriously the propositions that the influence of private higher education should be extended, that the potentialities of the group plan should be further demonstrated, and that leadership and innovation are urgently needed in various branches of higher education, then at least some developmental effort is called for.

The choice depends in part on one's judgment of the potential of Claremont. If Claremont is thought to have a potential for greatness beyond that already achieved, the case for at least some developmental effort is strengthened.

The choice depends in part on the effect of new ventures upon the existing Colleges. Will they drain resources away from existing Colleges, will they impair the relative status and obscure the identity of existing Colleges and thus tend to weaken or demean them? The past history of Claremont answers this question in the negative. Each new college has in fact attracted new constituencies and has added strength and lustre to the existing Colleges and to the group. But history is not always a mirror of the future, and so the question of effects on existing Colleges must be considered.

The choice among the three options depends also on what is physically possible. The founding of a new college takes time and energy. At the start, the newcomer borrows facilities from the other Colleges and uses central programs without full compensation, and requires many adjustments among the Colleges. Thus, there may be a limit to the number of new ventures that can be comfortably assimilated in a given period of time.

Finally, and most important, the choice depends on finances and leadership. To start any new venture without appropriate capital and financial prospects and without resourceful and dedicated leadership would be foolhardy. As a matter of history, each of The Claremont Colleges started on a financial shoestring. Each had a sum of the order of $1,000,000 in hand and in sight before takeoff. The important assets were a good idea, a spirited and dedicated leader, and access to the Claremont group with its land, its built-in central programs and its community traditions.

Prudence and common sense are needed in deciding when to start a new college. No such venture should be launched unless the general conditions are favorable. But well-chosen new colleges formed under good auspices would enable Claremont to exert educational leadership, to strengthen the private sector, to add diversity and innovation to the higher educational system, to demonstrate the versatility and effectiveness of the group plan. Such well-chosen new colleges would add new intellectual ingredients to Claremont and would attract new constituencies.

Claremont should not be enticed into new projects that are not "right" simply to follow a ten-year schedule or out of a sense of "duty." But it should be open to attractive possibilities and should be seeking out new opportunities for serving the nation's needs.

To sum up, any new college or other new enterprise should conform to certain basic principles: it should meet an important social need; it should be based on a sound educational concept; it should be innovative and pace-setting; it should be relatively small and should be collegial and personal in atmosphere; it should be marked by unimpeachable quality; it should contribute significantly to the intellectual life of the entire Claremont academic community; it should have a talented leader willing to devote endless time and energy to building the enterprise; it should have enough capital on hand and financial prospects to justify starting; it should stand on its own feet financially and should not drain away resources of the established Colleges but should draw new constituents and new revenues to Claremont.

The Office of the Chancellor has been actively exploring ideas for new colleges and affiliates. The thought behind these activities is that Claremont should assemble a "shelf" of possible projects, and that one or more of these projects might be implemented as leadership and financing became available.

The following projects have been suggested:

- A School of Management
- A Medical School
- A Law School
- A Center for Advanced Study of the Communications Media
- A School of Art and Design, encompassing architecture and art
- A Chicano College
- A College of Non-traditional Study
- An Intermediary School
- One or more Liberal Arts Colleges

In the following paragraphs, each of the suggestions for new colleges will be discussed. No decisions have been reached as to priorities, but several of the proposals are promising and should be seriously considered.

B. School of Management

Claremont Men's College and Claremont Graduate School are engaged in discussions of a School of Management which would award a professional master's degree. Both institutions now offer courses relating to management.

The proposed program would combine the study of management with pertinent liberal subjects such as government, history, economics, psychology, and natural science. It would prepare carefully selected students for management careers in business, government, and the private non-profit sector. Whether or not this school would remain as a cooperative effort of the two Colleges or would eventually become an independent institution is an open question. The enrollment would probably be around 200 students.

This proposal raises an important issue: Should new professional programs be set up as independent colleges or should they be located within present Colleges?[1] The answer, it would seem, is that professional programs should be placed administratively wherever the best environment, leadership, and financing can be attained. An undergraduate college should not be prohibited from sponsoring and operating a professional program; and such a program should not be prohibited from operating as an independently incorporated member college.[2]

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[1] In one case, the question has already been answered. The new five-year engineering program leading to a master's degree is a program of Harvey Mudd College (subject to the formality that Claremont Graduate School endorse the diplomas).

[2] The Constitution of The Claremont Colleges gives to Claremont Graduate School the power to award all earned higher degrees. The intent or

C. Medical School

For many reasons, among them shortage of services and escalating costs, the medical profession and medical education are undergoing change. The way is open for the first time since World War I for new patterns of medical education. For the same reasons, the prospects for financing new types of medical education appear promising.

Exploration of a possible medical school at Claremont was initiated in 1970 by a group of physicians of the Pomona and San Gabriel Valleys who had been studying health care needs in their area. Later the proposed school was discussed with consultants, foundation officials, and medical leaders all of whom gave strong encouragement. The matter was presented to the Committee on New Colleges and to the Board of Fellows in the winter and spring of 1970-71. The Board decided after considering the matter over several months to approve a feasibility study. The Commonwealth Fund of New York, which specializes in medical affairs, made a one-year grant of $67,000 (subject to possible renewal for a second and third year) to conduct the study. Dr. Bernard W. Nelson, Associate Dean (on leave) of the Stanford Medical School is in Claremont in 1971-72 to carry out the study.

The study is not complete and no recommendations of any kind have yet been made. After lengthy investigation and wide consultation, Dr. Nelson is preparing a draft report on the kind of medical school that would be suited to today's needs and that would fit Claremont. This report will be available on request. It is based on the following premises:

1. Regarding Medical Education:

   (a) The demand for well-educated physicians in the United States will be very great, and additional facilities for their training are needed. At the same time, the number of qualified men and women who wish to study medicine vastly exceeds the number of places.

   (b) Conventional medical education has become inordinately and needlessly expensive and ways can and should be found to simplify the process while maintaining or improving quality.

   (c) The length of time consumed in a medical education should be shortened.

   (d) Medical studies should be linked closely with liberal education and with the study of the humanities, social sciences, and engineering as well as with the physical and biological sciences.

   (e) Existing educational plant and staff of existing hospitals should be utilized when possible.

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meaning of "higher degrees" is uncertain. In most academic usage, first professional degrees such as M.B.A., J.D., or M.D. are not so considered. Higher degrees include only masters' degrees and Ph.D.'s beyond the baccalaureate or first professional degrees.

(f) Relationships might be established with major medical centers for the specialized branches of clinical medicine.

2. Regarding Claremont:

(a) A medical school at Claremont should be innovative and should be influential in shaping the pattern of future medical education in the United States.

(b) It should be small, collegial, and otherwise compatible with the traditions and aspirations of The Claremont Colleges.

(c) It should be self-supporting and should be financed in ways that do not impair the financial strength of The Claremont Colleges individually or as a group. It should attract new constituencies to Claremont.

(d) It should add an important new dimension to the intellectual life of the Claremont community, including the introduction of important new courses available to undergraduate students in all the Colleges.

Under present tentative thinking, a Medical School at Claremont would be called "College of Health Sciences." It would admit freshmen directly from high school and would offer a program leading to the M.D. usually in six years--possibly more for students with various deficiencies in their academic preparation.

It would admit students at various stages as transfers from the other Claremont Colleges or from colleges elsewhere. It would allow many options other than the M.D. Among these options would be a four-year terminal B.A.; transfer to outside schools of nursing, dentistry, pharmacy, or other health professions; graduate study leading to the M.A. or Ph.D. at Claremont or elsewhere in one of the life sciences, human biology, health administration, bio-engineering, medical economics, medical sociology, or other health related fields. Students who earned the M.D. would go elsewhere for internships and residencies in specialty fields.

As in all the Claremont Colleges, liberal education would be stressed. Special attention would be given to integrating or inter-relating liberal and professional studies throughout the six years. Also special attention would be given to integrating pre-medical and medical studies and thus overcoming the redundancy and excessive time involved in the presently separated pre-medical and medical studies.

The program would be built around basic studies in human biology. A firm foundation would be established in this area which would encompass in integrated fashion traditional subjects such as anatomy, physiology, microbiology, pharmacology, and biochemistry. Ample opportunity would be provided for studies in the humanities and social studies. Many of the courses in the College of Health Sciences would be of interest to all the students of Claremont. The experience in other institutions suggests that these courses would be attractive to many non-medical students and would more than compensate for courses taken by medical students in the other Colleges.[3]

The College of Health Sciences would eventually enroll about 600 students distributed as follows:

Freshmen	125
Sophomores	115
Juniors	105
Seniors	95
1st Year Clinical	85
2nd Year Clinical	75
Total	600

Because of the admission of freshmen, whose career plans might not be solid, considerable dropout by transfer to other fields would be expected and encouraged. The dropouts would be replaced by admission of students at various stages in order to produce a student distribution as shown above. One great advantage of the plan is that students could be admitted as freshmen and would be spared worry about eventual admission to Medical School. They would be allowed to continue so long as their academic work was maintained at a specified level.

The academic portion of the program would be quite straightforward. The uncertain part would be the clinical instruction which must be conducted primarily in a setting of ongoing medical care. One essential condition is that most of the clinical costs be paid by others. If this condition were not met, a medical school would be out of the question for Claremont.

Dr. Nelson has been exploring the clinical resources in the Claremont area. The possibilities are any or all of the following: (1) use of community hospitals in the area; (2) a linkage with an existing health care plan; (3) use of the Los Angeles County Hospital; (4) and establishment at Claremont of a high quality ambulatory care unit. These are all distinct possibilities financed by a combination of Federal, State, and County funds and earnings from practice. There are many indications that cooperation for clinical training is possible, but much more study of this matter is needed before the feasibility of a medical school can be established.

Clinical instruction in depth would be limited to a few basic fields such as internal medicine, maternal and child health, pathology, and neuroscience. The end product at the time of awarding the M.D. would be a well-educated, undifferentiated physician who is ready to go elsewhere for specialty training. He would have all options open including study for research in medical science.

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[3] For example, human biology as an undergraduate study at Stanford has become an enormously popular subject of study.

A very rough budget, with generous allowance for contingencies, might be as follows:

Initial capital investment during the first several years of operation (including self-liquidating residence halls, etc.)	$12,000,000
Annual operating expenditures after the school had hit its stride	6,000,000

Possible sources of income include: capitation grants from both the State of California and the Federal Government; categorical grants for buildings, research, and special purposes, and private gifts and grants.

These figures may be compared to the costs of Harvey Mudd College which have been $11,000,000 for capital including residence halls, etc., and $2,915,000 in 1970-71 for annual operations. They may also be compared to the annual budget of the new University of California Medical School at Davis which is about $6,000,000.

One question about budget relates to the possible use of under-utilized science facilities and libraries now at Claremont. This is a delicate question, and no one is proposing a takeover of existing facilities. However, a mutually advantageous arrangement might be for the College of Health Sciences to utilize with suitable compensation some of the buildings, classes, and staff now existing at Claremont in one or more of the three separate and detached science centers.

The medical feasibility study is by no means complete, and no firm recommendation can be made now or in the near future. At the same time, no substantial evidence has been uncovered to prove that a medical school at Claremont would be an unwise or impossible venture. Great encouragement has been received from the medical profession, foundations, medical accrediting bodies, and Federal agencies. The leaders of medical education look upon Claremont as an ideal setting for a medical school of the kind that fits today's needs.

D. Law School

Most of the reasons for establishing a medical school would apply equally to a law school. The demand for lawyers and persons trained in the law appears to be growing rapidly; the number of persons wishing to enter law school is several times the number who can be admitted. Opportunities for valuable innovation in legal education are inviting. A law school would add an important ingredient to the intellectual life of Claremont.

Two overtures have been made concerning a law school at Claremont. One would move an already existing non-profit school to Claremont where it would operate as an affiliate. The other would establish a new law school as a member of The Claremont Colleges. No specific proposal is now actively before the Claremont group. However, many members of the Claremont community are in favor of seriously exploring the possibility of establishing a law school. A feasibility study should be made.

The probable capital cost of a law school would be of the order of $6,500,000 spread over perhaps fifteen years. The annual operating cost might be about $1,200,000 to $1,500,000.

E. Center for Advanced Study of the Communications Media

A proposal has been made that such a center be established at Claremont as a place for research, discussion, and formal education of practicing leaders in the communications industry including those in newspapers, magazines, radio, TV, films, etc. This proposal would have some of the features of the Nieman Fellowship program at Harvard. It has not been given the careful study it deserves. It might well be attached to Claremont Graduate School, or one of the other Colleges rather than established as a separate entity.

F. School of Art and Design

This proposal has been made in several forms. One is that a professional school of Art and Design be established by building upon the present Master of Fine Arts Program, adding architecture, landscape design, and urban and regional planning. It has also been suggested that such a school might embrace the undergraduate art programs in Pomona and Scripps and become a unified all-Claremont art school. Whether or not such unification is practicable, the basic proposal is clearly interesting. But it has not yet been studied.

G. Chicano College

About a year ago, the Chicano Studies Center proposed that the Center evolve into a college and become a member of the Claremont group. A grant was made by the Federal Government to support a feasibility study of this proposal. The direction of this study has changed and it is unlikely that a college will be recommended.

H. Non-traditional Study

Earlier in this report, a new movement known as non-traditional study was described. See Chapter V, section B. It includes such elements as home study, external degree, mechanical aids to instruction, special programs for adults, credit for various kinds of experience, etc.

This movement stems from the assumptions that existing colleges and universities fail to validate any learning except that acquired in conventional courses; are stuffy about accepting credits from other institutions; do not recognize correspondence courses or proprietary institutions; have eccentric degree requirements that create transfer problems; have unjustified admission standards; fail to use new learning technologies, etc. The proponents argue that new educational systems involving new modes of instruction, validation, and degree-granting will be needed to open up opportunity, to take advantage of modern technical possibilities, and achieve instructional economies.

The movement is still somewhat inchoate, but an amazing amount of activity is under way with the explicit encouragement of several foundations (Carnegie, Ford, Sloan), the U. S. Office of Education, the Secretary of HEW, and the College Entrance Examination Board, and Educational Testing Service. Many proposals have been made and some new systems are in operation in this country and abroad, the best known and most fully developed being the Open University in England.

The inevitable question has been raised as to whether The Claremont Colleges collectively should consider the creation of a non-resident college of their own which caters to non-traditional study and non-traditional students. Pitzer College, as a member of the Union for Experimenting Colleges and Universities, might wish to take initiative along these lines.

Three specific proposals have been made and are under study. These proposals are not mutually exclusive and any or all of them might be chosen.

First, Claremont would found a college which would award external degrees on the basis of various forms of independent study, study at other colleges, certain kinds of work experience, and resident study at Claremont. Such a college might also provide some instruction for regular resident students of the present Colleges. This proposal might be attractive. Claremont might become a standard-setter in the field. The main difficulty is that non-traditional study is becoming something of a fad and is likely to be a very competitive field--especially because low-tuition public institutions will probably enter.

Second, Claremont would enter the field of training administrators, college teachers, and technicians for the new and growing field of non-traditional study. It is clear that many trained people will be needed and that few are now available. The training of college teachers and administrators is a familiar activity at Claremont. The difficulty is that no one now on the staff is interested and the program would have to be built from scratch.

Third, Claremont would carve out for itself one narrow area of non-traditional study in which it already has comparative advantage, namely, study in residence for mature adults in mid-career who wish to find new vocations or to advance themselves in their present vocations. Claremont has made a good start in mid-career education through the Office of Continuing Education, the Business Economics Program, and the Claremont Institute for Administrative Studies. It is possible that Claremont might reach increasing numbers of capable adults in mid-career who would come to Claremont for intensive, personalized, residential instruction.

I. Intermediary School

In higher educational circles much attention is being given to altering the sequences and patterns of high school, college, and graduate or professional education. The purpose is to make the sequences more flexible, to accommodate students of varying abilities, and to permit acceleration for qualified students. Recent improvements in educational standards in the better high schools and colleges make acceleration a live option.

Over the years, there have been many schemes to change the pattern by which students move from secondary school to higher education. Among them have been the Hutchins experiment at Chicago which admitted students to college at the end of their high school sophomore year; the early admissions programs sponsored by the Ford Foundation in the 1950's; advanced placement by which students take college-caliber courses in high school and receive credit by examination; The College Level Examination Program (CLEP); the recently advocated "3-1-3" program meaning three years of high school, one intermediary year, and three years of college; the omission of the senior year in some high schools; the proposal to shorten college to three years for all or some students, etc.

One proposal is the "intermediary school" which would be located on a college campus and would admit gifted high school students at the end of the 10th or 11th grades. Such a school would provide a blend of high school and college work and an extracurricular program suited to students of ages 15 to 17. When the students were ready academically and socially for college, they would be admitted as full-time college students and might be able to graduate in less than four years.

A proposal has been made for an intermediary school at Claremont and studies of it are in progress.

J. A Liberal Arts College

Few proposals have been made for new undergraduate liberal arts colleges. The reasons may be that Claremont is now heavily committed to this kind of education, and that the social demand for additional professional study is today greater than for additional undergraduate liberal education. Also many observers of Claremont believe that professional colleges would strengthen the scholarly community, diversify the student body, add different constituencies, and complement the work of the undergraduate colleges. Nevertheless, two interesting proposals have been made for new undergraduate colleges. (See Appendix D.)

The first would emphasize particular languages and culture; for example, Latin-American or Asian culture. Such a college would not duplicate the general education programs of the other Colleges but would concentrate on language, literature, politics, history, and economics with heavy emphasis on linguistic skills. It would have exchange programs with colleges in appropriate areas of the world.

The second proposal would be designed to experiment with very small enrollment. A college would be established having perhaps 200 to 300 students and a faculty of twenty or thirty. A college of this size would not be feasible except at Claremont where the central programs and services are already present and are operating on an efficient scale. The basic concept is that very small college communities would have an exceptionally powerful educational influence.

K. Affiliates

Claremont has gained enormously by the presence nearby of the several affiliates. The School of Theology, the Rancho Santa Ana Botanic Garden, The Bacon Library, The Blaisdell Institute, the Center for California Public Affairs, and the College Student Personnel Institute (now merged with the Graduate School) have all been valued neighbors and have contributed substantially to the scholarly and intellectual life of Claremont. The Claremont Colleges should seek out additional affiliates of this type.

L. Conclusions

To fulfill its mission, Claremont should add colleges and affiliates from time to time. In its ongoing planning efforts, it should be continually exploring possibilities and assessing priorities. It should be watchful and patient, never entering into projects that are premature or unsound. And it should never hesitate to act (for example, because of a rigid idea about schedule) when the "right" project presents itself. Flexibility is the only feasible policy.

The most promising possibilities for new colleges are law, management, and medicine (in alphabetical order). Any one of them would be of social and local benefit. All three should someday be part of Claremont. Planning for the three should go forward with confidence that circumstances will permit the founding of one or more of them in due course. The financial plans for the next decade should include at least $10,000,000 for the founding of one or more new colleges.

One may ask: How large would the Claremont group become if colleges of management, law, and medicine were some day added? The number of colleges in Claremont would then be nine (or ten, counting the School of Theology). The number of students, now about 4,500, would rise to perhaps 5,300 (if the present Colleges did not grow). At this point, Claremont as a whole would still have a small enrollment in comparison with most major universities.

According to the Carnegie Commission on Higher Education, the median enrollment of doctoral granting institutions in 1970 was 17,205 for public and 8,188 for private universities. The Commission suggested inconclusively that the optimum size for such a university from the point of view of cost per student may be around 15,000 students.[4] It is possible that overall growth at Claremont would spread overhead and joint program costs more thinly and reduce cost per student. However, another consideration is: What are reasonable limits to overall enrollments on educational grounds?

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[4] New Students and New Places, October 1971, pp. 68-72.

In answering this question, one must observe that the group system is intended to overcome the curse of bigness by dividing up the group into small, personal institutions. Size should be less of a curse in Claremont than elsewhere. Nevertheless, one can surmise that most Claremonters would prefer that overall enrollment, as well as college enrollment, be held in check. The figure 5,300 does not seem excessive; the optimum of 15,000 suggested by the Carnegie Commission seems too large. If ten average colleges were added in the next century, the enrollment might approach 10,000 or 11,000 which would be slightly smaller than the present size of Oxford or Stanford. Perhaps such growth would not be excessive.

CHAPTER XIV

LAND

From the beginning of the group plan, close attention has been given to the acquisition of land and to planning the physical development of the Colleges individually and as a group. President Blaisdell and President Bernard were particularly concerned to acquire and hold sufficient land for the long-range needs of the group and to plan for orderly development of the successive new campuses.

In 1923, Dr. Blaisdell wrote:

> With all our other needs, I have not dared to undertake a campaign for this land. But day and night I have been in distress as I see the great opportunity slipping away. It is much less possible now than two years ago, and daily it is getting more difficult.[1]

> Now the thing that would assure this future institution to Southern California is land. I have hoped that the matter might wait until we had secured the two-million-dollar endowment, but I see that it cannot. It is now or never. To save the needed land to educational use seems to me to guarantee to Southern California one of the great educational institutions of America. Other hands through the centuries will carry on the project and perfect it. But never again can there come so fundamental a service as this.[2]

In these two passages written to Miss Ellen Browning Scripps and to her adviser and attorney, Mr. J. C. Harper, Dr. Blaisdell set in motion the land acquisition program that resulted in the substantial holdings north of Foothill Boulevard and elsewhere, and he also sounded a note that has been heard throughout the history of the group--the need for land and for planning of land development. He was staunchly backed up in these works by the unwavering and farsighted efforts of President Bernard.

The question of land acquisition and campus development is still on the agenda of the Claremont group. Decisions about land will be influenced partly by prevailing concepts about the future of the Colleges--over many decades and even centuries. It will be influenced also by the cost of holding land.

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[1] Letter to Mr. J. C. Harper, August 8, 1923.

[2] Letter to Miss Scripps, October 3, 1923.

Underlying any discussion of land is the assumption that The Claremont Colleges will continue indefinitely to conduct all or most of their operations in the City of Claremont and its environs.

A. The Present Situation

The Colleges own about 264 acres of land for their campuses. The land is distributed as follows:

	Number of Acres
Pomona	119.4
Scripps	27.1
Claremont Men's	47.4
Harvey Mudd	19.4
Pitzer	21.5
Claremont University Center	3.5
Central Services	25.4
Total	263.7

In addition, about 191 acres of off-campus land are owned by Claremont University Center. No specific plans for its use have been made. The present Colleges and joint programs all have some breathing space on presently-defined campuses. Several of the older Colleges also own land adjacent to their campuses for future expansion. In any case, the present Colleges and joint programs have few definite building or expansion plans. Such projects as additional parking, Columbia Mall, addition to Honnold Library, museum, etc., can be fitted into existing campus areas. Off-campus land is being held and small parcels are being acquired largely for unidentified long-range development.

Claremont University Center is the principal agent of the group for acquiring and holding off-campus land. The policies of Claremont University Center with respect to land acquisition are: (1) to buy all property that becomes available east of College Avenue, south of Foothill Boulevard, and west of Claremont Boulevard, usually at a cost, including residential improvements, of $100,000 to $150,000 an acre; (2) to hold all lands now owned; (3) to try to reduce taxes and gain some return on lands held without committing them to long-range commercial uses.

The current program of purchasing land adjacent to the campuses still has some way to go. In the area near College Avenue and Foothill Boulevard are twenty-four parcels not owned by the Colleges. The estimated cost of acquiring these would be of the order of $700,000. In the area south and east of Claremont Men's College and Pomona College are about fifty parcels not owned, and the cost might be $650,000. Thus, the total cost of completing the present purchase program would be about $1,350,000.

Well-established traditions regarding land use are: that buildings be low-rise and of small and "human" scale; that they be spaced generously; that they be interspersed with attractive gardens and other features of landscape design; and that the several institutions maintain clearly defined and separate campuses. The result is tidy, quiet, uncrowded campuses with none of the bustle or overpowering scale of a conventionally large university. But these traditions mean that The Claremont Colleges follow a policy of extensive, some say wasteful, land use.

The present off-campus holdings of Claremont University Center (including Scripps Trust lands but excluding off-campus land held by individual Colleges) are about as follows:

	Acres
North of Foothill Boulevard	154
North of Pitzer College	20
Near College Avenue and Foothill Boulevard	5
South and East of Claremont Men's and Pomona Colleges	12
Total	191

This amount of land (nearly three-quarters of the size of the present campuses) would accommodate virtually every conceivable new college or project that is likely to be launched in the next several decades. For example, it would be enough land to accommodate the following projects (assuming a continued "extensive" use of land):

	Acres
School of Art and Design	15
Law School	15
Management School	15
Medical School: Academic Campus	20
Teaching Hospital	20
An Affiliated or Member Liberal Arts College	20
A Major Research Institute (for example, under federal or foundation sponsorship)	20
Four Small Institutes at three acres each	12
Scientific Installations, e.g., nuclear accelerator	5
Housing for Graduate Students, Young Faculty, Visiting Professors, etc.	30
Recreational Space	16
Utilities	3
Total	191

In practice, not all the projects listed above could be suitably located within property now owned. Other lands might be acquired for some of these purposes, so present holdings might be even more ample than the figures suggest. Moreover, were the Colleges to change their policy regarding extensive use of land, a policy which might eventually be desirable for convenient access to joint programs, land needs would be reduced.

The conclusion is quite clear. The Colleges own enough "surplus" land to accommodate any likely expansion in the next few decades. However, The Claremont Colleges are in business in perpetuity. No one knows how many educational ventures may be started at Claremont or what their land requirements may be. The experience of all major universities and of many small colleges is that land planning has proved to be restrictive and short-sighted--not only for meeting future campus needs but also for protecting the environs of the campus.

B. The City of Claremont and Its Environs

The City of Claremont has offered a splendid environment for the Colleges. It is a well-planned and attractive city. However, in the past twenty years, it has been caught up in the growth of the Los Angeles area, and residential construction has been rapid. The result is that the Colleges are being hemmed in by real estate development. Just now, a struggle is going on in the City about zoning and housing density in the area to the north of Claremont which is still mainly in agricultural use. Developers and builders, as well as landowners, are pressing hard for the easing of restrictions which would enable them soon to fill the area with low-cost tract houses and multiple housing units. Sand, gravel, and cement companies are pressing for use of land to the northeast of Claremont for their operations. Some of the area near Padua may possibly be zoned for light industry. A freeway skirting the north end of the Colleges' property is scheduled for construction between 1976 and 1980, and will contribute to rapid development of the area north and east of the City of Claremont.

A distressing aspect of the situation is that some of the citrus growers north of Claremont, hard-pressed by taxes, are allowing their groves to die as they prepare to sell their land to developers. Considerable deterioration of this kind has occurred in the past two years. The basic problem is a system of land taxation that forces agricultural and vacant land into development.

The hemming in of the Colleges through private land development will not only close off the future use of land for educational purposes; it will also tend to reduce the space available for housing future college personnel, it will tend to bring more people into the already overcrowded Los Angeles basin, and it will impair the beauty and tranquility of the area between Claremont and the magnificent mountains. The rapid development of this land runs precisely counter to the interests of The Claremont Colleges and to the general social interest as well.

As one visits the older universities of America, with few exceptions they are in the midst of ugly, run-down, blighted urban areas. This is true of Berkeley, Columbia, Pennsylvania, Chicago, Yale, and Michigan. Their history has been that they were originally placed in attractive settings, but that over time the homes and buildings of the areas became obsolete and the neighborhoods gradually degenerated with attendant onerous problems for the universities. Few institutions have escaped except those lucky enough to be located in cities that did not grow rapidly and to have had far-sighted planning, e.g., Princeton and Virginia.

Claremont is a new city. Most of it has been built since World War II, and virtually all of it since the turn of the century. If the remaining vacant land is filled up in the next decade, Claremont could become in fifty or a hundred years a run-down area of old, shabby, and decrepit tract houses. This line of thought suggests that a slowing down of development in the area would be in the interests of The Claremont Colleges.

C. Contiguity

So far the Colleges have planned on the assumption that contiguity is essential. It is needed to facilitate cross-registration, to provide easy access to central services, and to encourage social and professional contacts among persons of different colleges.

Without doubt, contiguity is highly desirable--so much so that the Colleges might wish to reconsider their generous spacing of buildings and their use of low-rise structures in order to make the cluster, as it grows, more compact. However, for many activities contiguity is not essential, e.g., faculty and staff housing, graduate student housing, research institutes, specialized affiliated institutions, specialized research facilities (e.g., nuclear accelerators), hospitals and infirmaries, administrative headquarters, certain athletic facilities, e.g., golf course or football field, etc. Substantial parcels of land in the Claremont area that do not adjoin present land holdings will almost surely in the future have their uses. Some of these are to the north of the campuses and some to the east.

D. Cost of Holding Land

The costs of holding vacant or agricultural land are substantial. They include foregone income (as compared with investment in securities), taxes, and operating costs. However, the past experience of the Colleges as land-owners has been tolerable.

To illustrate, the Colleges acquired land in 1926 at about $1,000 an acre. The foregone income is of the order of $12,800 (which is the appreciation by 1972 of a $1,000 bond purchased in 1926 at 6 per cent compound interest). Meanwhile, taxes and other costs would have consumed another $5,000 or $6,000. The value of an acre of the same land today is actually about $20,000. Thus, the investment has about paid off (as compared with a bond but probably not as compared with stocks).

Had the Colleges not owned the property over the years, the land would undoubtedly have been developed for residential purposes with perhaps five or six houses per acre. The 1971 cost of acquiring it might have been $150,000 per acre--if it could have been acquired at all without resorting to difficult condemnation proceedings. The results of owning the land over forty-five years are: (a) an adequate investment income, (b) availability of the land at a reasonable cost, and (c) protection of the environs of the Colleges.

The experience of the past forty-five years is unlikely to be repeated in the next forty-five years. For example, if one buys a bond today for $20,000 at 6 per cent compound interest, it will be worth $189,000 in forty-five years. Barring rapid inflation, an acre of raw land in Claremont, now valued at $20,000, is unlikely to be worth $189,000 in 2016. Moreover, holding the land will involve taxes and other costs. However, if the Colleges do not buy land needed in 2016, it will likely be developed in the meantime. To acquire it then will probably involve a cost well above $189,000.

These calculations leave out of account the possibility that the Colleges may obtain income from land held for distant purposes. Even if the income is only half of that obtained from securities, the balance is tipped heavily in favor of owning land. Any land that is not needed for twenty or more years can be used in ways that are compatible with the time schedule of the Colleges and with the protection of the environment. Possible uses, for example, are housing, agriculture, golf course, city or county park, etc.

All of this suggests that the Colleges might consider a program of purchasing vacant and agricultural lands (now selling at around $8,000 to $10,000 an acre), even beyond known needs, with the intent of holding it and deriving income from it. In this way, educational projects of the distant future would not be handicapped for lack of land, and the environs of the Colleges would be protected. A sum of $2,000,000 for land acquisition and development over the next decade would greatly improve the long-range position of the Colleges.

CHAPTER XV

CLAREMONT UNIVERSITY CENTER

The Board of Trustees of Claremont University Center, whose executive arm is the Chancellor's office, has responsibility to promote the advancement of The Claremont Colleges as a group. It conducts studies; makes plans; assists in the founding of new colleges and other new educational and research ventures; works for improvement in organization; promotes improved programs or greater efficiency through cooperative efforts and coordination; holds and manages land for the expansion of the group; conducts public information programs; seeks funds for all these purposes and also for the central programs.

A. Operating Budget

The 1971-72 budget of this office is as follows:[1]

Expenditures	
Development and Public Relations	$ 130,000
Expenses of Land Operations	113,000
Other (includes Chancellor's Office, Institutional Research, Board Expenses, etc.)	110,000
Total	$ 353,000
Income	
Board of Fellows Endowment Income	100,000
Assessment on Six Colleges	100,000
Income from Land Operations	35,000
Gifts and Grants	118,000
Total	$ 353,000

In future years, the budget is likely to be of this same magnitude except for normal increases in salaries and expenses of perhaps 5 per cent a year. The basic staff is expected to remain at about the present level and every effort will be made to reduce expenses of land operations and to increase related income. It is planned in 1972-73 to relieve the Colleges from further assessments for general support of Claremont University Center. The basic budgets of CUC in future years will probably be about as shown in Table 26.

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[1] Omits expenditure and offsetting income of $67,000 for medical feasibility study.

TABLE 26

PROJECTED EXPENDITURE AND INCOME
CLAREMONT UNIVERSITY CENTER 1972-82

		INCOME FROM				
	Expenditures[a]	Board of Fellows Endowment[b]	New Endowment Designated	Land Operation	Current Gifts & Grants	Assessment on Colleges
			(000 Omitted)			
1971-72	$ 353	$ 100	$ --	$ 35	$ 118	$ 100
1972-73	369	105	50	36	178	--
1973-74	386	110	75	37	164	--
1974-75	403	116	110	38	139	--
1975-76	421	122	135	39	125	--
1976-77	440	128	150	40	122	--
1977-78	460	134	158	41	127	--
1978-79	482	141	166	42	133	--
1979-80	505	148	174	43	140	--
1980-81	529	155	183	44	147	--
1981-82	554	163	192	45	154	--

[a] Assumes increase of 5 per cent a year with reduction of $2,000 a year in cost of land operations.

[b] Assumes increase of 5 per cent a year through growth of endowment.

B. A Foundation

If the office is to be effective, it will need substantial resources for special purposes beyond the regular operating budget. An example of such special funds is the recent grant from The Commonwealth Fund for $67,000 to explore the feasibility of a medical school. To launch any major project --whether a new college, a new research institute, or a new inter-collegiate program within the existing Colleges--will require seed money and funds for start-up costs. As indicated in the preceding chapter, substantial funds will be needed for land acquisition. Smaller amounts will be constantly needed to finance conferences, scholarly publications, seed money for research, etc. At the moment, for example, a sum of perhaps $10,000 is urgently needed to appraise, catalog, and store properly the neglected art objects and artifacts that should someday be part of a Claremont museum. Funds should also be available to assist the individual Colleges in starting projects that will strengthen the group, for example, in the appointment of distinguished professors or the establishment of new academic programs needed by the whole group.

In short, Claremont University Center should someday be able to operate in the manner of a foundation whose purpose is to enhance the strength and stature of all The Claremont Colleges. The foundation should be able to make grants for a variety of common purposes including grants to the individual Colleges for activities of benefit to the group.

C. Gifts and Grants for CUC

With the many needs of the Claremont group in view, as well as the basic operating budget, gifts and grants for Claremont University Center for the next decade should be about as follows:

Endowment for Current Operations	$ 3,000,000
Gifts and Grants for Current Operations	1,400,000
Land Acquisition, Campus Planning, and Land Development (not including expenses in current budget)	2,000,000
"Foundation" Funds for R & D, Promotion of New Colleges and Other Projects, General Advancement of the Group	2,000,000
Current Gifts and Grants for Special Purposes	1,500,000
Total	$ 9,900,000

D. Fund Raising Goals for Joint Programs and Services

One of the functions of Claremont University Center is to cooperate with the Provost in obtaining gifts and grants for Joint Programs and Services. In Chapters XI and XII, some of the needs were identified for a total of $22,500,000 over the decade. (See Table 28, page 139.)

E. An Organized Fund-raising Effort

When the needs of Claremont University Center and of the joint programs and services are combined, the total fund-raising needs for central activities for the next decade come to about $32,000,000. Whether or not a formal "campaign" is launched to obtain these funds, a vigorous public relations and fund-raising program should be conducted on behalf of the Claremont group to support its central activities and thus to relieve the Colleges of some of the costs of central operations. The group, as distinct from the individual member Colleges, has appeal for many private donors, foundations, and public agencies. This fact should be the basis of an energetic and continuing fund-raising effort.

CHAPTER XVI

PLANS OF THE AFFILIATES

The affiliated institutions are closely, though informally, related to The Claremont Colleges and they contribute in many ways to the success of the Claremont group. Their progress is important to the future development of Claremont as an intellectual and scholarly community. Conversely, the affiliates are all located in Claremont primarily because of the presence of The Claremont Colleges and they derive benefit from association with the Colleges. Each of the five affiliates was therefore invited to submit information about its long-range plans. The information obtained is summarized in the following paragraphs.

A. Rancho Santa Ana Botanic Garden

This organization combines the operation of a magnificent and instructive botanic garden with distinguished research and graduate teaching in botany. Its needs for the next decade, aside from normal annual increases in budget, are: a scanning electron microscope together with a trained scientist to operate it; one additional botanist; and modest additions to building space to house the needed equipment and personnel. The net addition to operating budget for these purposes (at present prices) would be of the order of $35,000 a year and the addition to capital would be about $100,000.

B. The Blaisdell Institute for the Study of World Cultures and Religions

This institute, founded in 1956 by President Blaisdell, is devoted to six main areas of research and study:

1. Hinduism and Indian Society
2. Japanese Religion and Society
3. Islam and Its Culture
4. Pre-literate and Folk Societies and Religions
5. Judeo-Christian Values in the Western World
6. Science and Human Values in the Twentieth Century World.

As a recent publication states, the Institute "has especially sought to focus attention on the great need for a search for the integrative aspects of philosophy, religion, and science, a quest that has largely been overlooked in the general academic passion for specialization, analytical study, and technological utility." The planned work of the Institute includes the support of a visiting scholar annually in each of the six areas of research and study, fellowships for advanced students, production of films, sponsorship of lectures, and experimental activities relating to religious thought and practice.

The financing of the Institute has not yet been commensurate with the opportunities in its field of operation. The Institute has recently announced a plan for accumulating endowment and capital to fund a fully-rounded program as follows:

	Annual Operating Expenditures	Required Endowment or Capital
General Operations	$ 50,000	$ 1,000,000
Visiting Scholars (including travel and expenses)		
1. India Studies	30,000	600,000
2. Japan Studies	30,000	600,000
3. Judeo-Christian Studies	30,000	600,000
4. Islamic Studies	30,000	600,000
5. Studies in Folk Culture	30,000	600,000
6. Studies in Science and Human Values	30,000	600,000
Fellowships for Students (each)	5,000	100,000
Lectures, Conferences, Publications	20,000	400,000
Proposed New Building	--	500,000
Building Care Endowment	25,000	500,000
Total	$280,000	$ 6,100,000

The Institute has recently published an attractive bulletin, The Blaisdell Institute, describing its program and plans in detail. Copies are available on request.

C. The Francis Bacon Foundation

The principal activity of this Foundation is to operate the Francis Bacon Library located adjacent to the Claremont campuses on land owned by Claremont University Center. The Library contains the widest collection of Bacon's works and works relating to Bacon in the world, and also other collections, among them the Lee-Bernard Collection on American political theory. Recently the Library has received a magnificent gift of over 3,000 volumes. These together with recent purchases bring the collection to about 10,000 volumes. The Foundation has been helpful to The Claremont Colleges in making the Library accessible to faculty and students and in underwriting scholarships, conferences, lectures, and a visiting professorship. The Foundation also assists colleges and universities elsewhere.

The Foundation added a south wing to its building in 1969 and plans to add a north wing in 1972.

D. Center for California Public Affairs

The Center for California Public Affairs was formed in 1969 as an independent, non-political institution devoted to research and communication on the special and often unique social, environmental and governmental problems of California. The Center became an affiliate of The Claremont Colleges early in 1971.

In its first three years, the Center has concentrated on developing four serial reference publications: The California Handbook, a biennial guide to sources of information about the State; California Environmental Law, an annual summary of statutes and legislation; California News Index, a semi-monthly index to California information in newspapers and magazines; and California News Reporter, a semi-monthly digest of current affairs. These publications provide access to information in a field that previously lacked even the most rudimentary research tools.

In the future, the program will remain focused on California current affairs, but some projects will be national and even international in scope and increasing emphasis will be given to environmental policy.

California Information System: The California reference series will be continued, improved and gradually expanded. New projects will include detailed bibliographies, directories, and compilations of data on such topics as state government and city planning, and possibly computerized selective dissemination of information already in the computer files. The overall goal is a central source of data on current affairs in California.

Monographs and Guides to Action: A few research and policy monographs written outside the organization will be published each year. The first in this series is an abridgement of the report of Claremont's Environmental Resources Task Force. In addition, the Center will prepare and publish guides for citizens in such areas as local government and consumer protection. These guides will be suitable for inexpensive distribution through bookstores.

Environmental Policy Research and Information Services: The Center is taking steps toward creating what eventually might be a major program of environmental studies and information services: a definitive national directory of environmental and consumer protection agencies and organizations will be compiled and published in 1972, and revised annually or biennially thereafter. Under consideration are an international directory of environmental agencies and organizations and an annual review of environmental affairs. Also under consideration is a weekly information service on

California environmental issues, including state legislation and a service relating to environmental policy analysis. Another possibility is an environmental policy studies institute at Claremont. This institute would draw on the resources of the Center and other organizations already active in this field in Claremont.

Library: A byproduct of the Center's work is a unique collection of current material on California affairs and environmental issues in general. Little of this material is duplicated in the Honnold Library. The collection consists of pamphlets and reports, newspaper clippings, and files on governmental and private organizations and local areas. It is available to, and is being used increasingly by, students from The Claremont Colleges.

This collection should be developed into a library in its own right, similar to the public affairs libraries at Berkeley, Davis, and UCLA. This library might become part of the Honnold System.

Cooperation with The Claremont Colleges: The Center provides library resources and research assistance used increasingly by the students of the Colleges. In the future, it may be possible to conduct seminars and directed research for students of The Claremont Colleges in the areas of California government and politics and environmental policy. The Center uses the library, purchasing, and printing facilities of the Colleges and rents a computer terminal and services from the Institute for Educational Computing. It might in the future wish to explore the possibility of further assistance from the Colleges.

Funding: The Center is almost entirely self-sustaining from sale of its publications and royalties. Revenue in 1971 was $40,000. Projected revenue in 1972 is between $60,000 and $75,000. While most projects are expected to be self-supporting, outside support is being sought for policy research and information services and seed money for new elements of the California information system.

E. The School of Theology at Claremont

The School of Theology is in a sense the seventh Claremont College. It is not a member of the Claremont group but is closely related both in location and program. It was established in Claremont in 1957 when it moved from Los Angeles. It has a handsome new campus and a vigorous program. It cooperates with The Claremont Colleges in many ways and with mutual advantage.

The purposes of the School of Theology at Claremont are:

1. To prepare men and women in a context of revolutionary and accelerating changes for effective ministries in the Christian churches. These are not only external changes brought about by technological developments but also internal changes caused by the rise of new modes of consciousness and new life styles and ethics. Only an education that frees a minister to grow and to appraise

new developments intelligently for himself can fit him for this kind of world. Our curriculum is geared primarily to this one, central purpose.

2. To provide national leadership in projecting programs of theological education in a time when new models of theological education are badly needed. In the sixties we helped to pioneer a professional doctorate primarily to upgrade preparation for ministry in the local church. We also developed the concept of multi-denominational theological education in distinction from non-denominational, and have begun to implement this through the association of our primarily Methodist school with The Disciples Seminary Foundation and the Episcopalian Bloy House. In the seventies we hope to respond as creatively to new challenges in a context where ministry is ever more urgently needed but the churches may have fewer positions to offer in traditional roles.

3. To work with the Claremont Graduate School to prepare men and women for teaching religion in colleges, seminaries, and graduate schools. Increasingly departments of religion in colleges and universities constitute the major opportunity to raise with our youth the ultimately important questions of life.

4. To provide opportunities for continuing education on the part of ministers in this region and San Diego, Arizona, and the Pacific Northwest. Ministers are in urgent need of intellectual stimulation and updating.

5. To serve as an international center for research in the field of religion. Our cooperation with the influential Institute of Antiquity and Christianity of Claremont Graduate School is the major present expression of this goal. The fact that the first joint meeting of most of the learned societies in the field of religion will meet next September under Claremont auspices is another indication of this concern.

6. To serve as a place of meeting of East and West, of Anglos and Latins, and of the majority and minority ethnic groups in our own country. Our interest here is expressed through cooperation with Blaisdell Institute and our relations with the Spanish-American Institute. Much more needs to be done.

7. To serve the churches as a center of creative experimentation and thought relevant to their needs both theological and institutional. This is expressed in our leadership in Project Understanding, in conferences held here, in some faculty publications and lectures, and in consultative relations with church agencies.

8. To bear witness to the meaning and relevance of Christian faith in the broader intellectual community, where they are largely unrecognized, and to share in reshaping the intellectual and cultural climate. This is expressed in other books and lectures, in the

publication of Process Studies at the school, and in becoming the repository for all Flaherty films and materials.

Although the School of Theology at Claremont has achieved a considerable measure of excellence in relation to these goals, the reach far exceeds the grasp. The elements of the gap can be easily identified. Present strength and commonality of purpose are such that adequate funding would make possible the rapid closing of these gaps. The principal needs are described in the following paragraphs. They are needs over and above present funding, additional amounts to keep pace with inflation, and amounts for debt retirement.

Student Aid: In most countries young men and women who commit themselves to the ministry are supported through their education by the churches. In the United States not only are they not supported but also they are asked to pay tuition to seminaries. "Student aid" alleviates some of the hardship, but most of our students are forced to divide their time between study and employment in order to pay their way through seminary. Under these circumstances they cannot profit fully from their academic opportunities, and the quality of the work that can be expected by the school is adversely affected. An additional $120,000 a year in student aid would greatly improve the academic quality of the school as well as the morale of students. It would also make more time of students available to work with the professors in their research and experimental programs in local churches to the advantage of both students and faculty.

Faculty: Our present faculty contains a high proportion of national and international leaders in their fields. Salaries and benefits are good, but not yet fully competitive. The major lack is in coverage of fields. In addition to replacing each of the men who will be retiring, we need new appointments in history of religions, worship, theology, ecumenics and missions, communications (especially with the early completion of a new communications facility), and sociology of religion. Of these at least two should be from ethnic minorities, and at least one should be black. Fractional increases are needed elsewhere. We should restore a program of visiting international professors which we have not been able to fund in recent years and add programs in exchange of professors with theological schools in other countries. We should also expand our budget for special speakers and convocations. An additional $140,000 a year would enable us to round out our faculty with seven strong appointments while slightly improving our support of the present faculty. The resultant faculty could give national and international leadership in the fields of communication, theology, and Christian ethics as well as in Biblical studies, where its strength is now greatest.

Library: We have set out to create a center for theological research in the West. Thus far we have developed a good, but not great, theological library. At present levels of expenditure we can barely maintain existing standards. An additional $50,000 a year would move us rapidly toward the realization of our goals.

Missions: We see that a new breed of missionaries is needed for a new style of Christian mission to the world. We would like to participate in the work of retraining missionaries and preparing new ones to work in the developing nations of the world. Students could gain essential skills in agriculture at Cal Poly, and we could expect the cooperation of the Board of Missions. One student has been admitted to pioneer such a program. Thirty thousand dollars ($30,000) a year would enable us to implement these plans.

Community Facilities: Although "community" is an intangible, physical arrangements can facilitate its strengthening. The nursery school represents an important present venture that struggles along with minimal facilities and support. There is no conveniently located center for casual meeting of students and faculty. Recreational facilities on campus are negligible. Ten thousand dollars ($10,000) a year would make possible development and maintenance of suitable facilities and support of programs.

Buildings: All future construction should respond to felt needs and be planned by the committee. We need to complete the administration building in order to have adequate classroom and office space as well as housing community facilities mentioned above. Additional housing for students, visiting professors, and perhaps our own faculty may be desirable if planned in relation to present life styles. More important is adequate maintenance of our present buildings. Also, the campus will appear incomplete until there is considerable landscaping. An additional $50,000 a year would make possible adequate maintenance, beautification, and gradual additions.

Book Store: A long-cherished dream of our school has been the development of a theological book store of high quality which would also provide books at discount prices. Past arrangements have been confused, expensive, and unsatisfactory. A new experiment is being begun for the purchase of texts through our own book store. This will make texts available to students at better prices, but it will do nothing to develop a good theological book store in Claremont. A subsidy of $20,000 a year would enable us to realize this dream. Even students with modest means would then be able to build up a library during their seminary days that would enrich their entire ministry.

Expanded Administrative Staff: Development along these lines necessarily entails additional work for the administration, although increases here would not be proportional to those in student aid and faculty. Also substantial improvement of salaries, especially of secretaries, is needed to bring them in line with others in local institutions. More secretarial time should be made available to faculty. An additional $50,000 a year would meet these needs.

The total cost per year for realizing our goals is here estimated at $470,000. At 6% interest, this represents the return of an endowment of a little less than $8,000,000. Of course, in view of the difficulty of raising our present budget plus an inflationary annual increase, a considerably larger endowment is in fact needed to support the total program. Also funds are needed to pay off present indebtedness.

The projected operating income, expenditures, and gifts for the next decade are shown in Tables 27(A), 27(B), and 27(C). These projections are based on certain assumptions as follows:

Enrollment: Increase from present 247 to 300

Number of Faculty: Increase from 22 to 30

Student-faculty Ratio: Decline from 11.2 to 10.0.

Faculty Compensation: 15 per cent annual increase for three years; 5 per cent annual increase thereafter.

Number of Other Staff: 3 additional administrative persons

Compensation of Other Staff: 5 per cent annual increase

Student Aid: Increase by 6.5 per cent a year

Tuition: Increase by 6.5 per cent a year

Physical Plant: Completion of administration building, student residences, landscaping.

TABLE 27(A)

SCHOOL OF THEOLOGY AT CLAREMONT
PROJECTION OF OPERATING EXPENDITURES 1973-1982

	Instruction	Library	Administration	General	Plant Main.	Student Aid	Total
			(000 Omitted)				
1970-71 (Actual)	$ 382	$ 106	$ 313	$ 136	$ 58	$ 105	$ 1,100
1971-72 (Budget)	426	94	285	157	63	126	1,151
1972-73	456	100	305	167	83	136	1,247
1973-74	512	105	326	177	89	145	1,354
1974-75	570	110	349	188	95	154	1,466
1975-76	633	115	373	211	102	164	1,598
1976-77	693	120	396	224	109	175	1,717
1977-78	749	126	424	237	119	186	1,841
1978-79	815	132	454	251	127	198	1,977
1979-80	856	139	486	266	136	211	2,094
1980-81	899	146	520	282	146	225	2,218
1981-82	944	153	556	299	156	240	2,348

TABLE 27(B)

SCHOOL OF THEOLOGY AT CLAREMONT
PROJECTION OF OPERATING INCOME 1973-1982

	Tuition and Fees	Investment Income	Gifts and Grants	Other	Total
		(000 Omitted)			
1970-71 (Actual)	$ 289	$ 16	$ 753	$ 43	$ 1,101
1971-72 (Budget)	309	19	782	43	1,153
1972-73	293	47	865	46	1,251
1973-74	312	55	943	48	1,358
1974-75	332	63	1,021	51	1,467
1975-76	354	71	1,123	53	1,601
1976-77	377	79	1,207	56	1,719
1977-78	402	87	1,295	59	1,843
1978-79	428	100	1,387	62	1,977
1979-80	456	108	1,466	65	2,095
1980-81	486	116	1,548	68	2,218
1981-82	518	129	1,631	71	2,349

TABLE 27(C)

SCHOOL OF THEOLOGY AT CLAREMONT
PROJECTION OF AGGREGATE GIFTS AND GRANTS 1973-1982

Purpose	Amount
Current Operations	$ 12,500,000
Endowment:	
To Support Regular Current Operations	10,000,000[a]
For Special Projects and Curricular Ventures Proposed by the Faculty	7,000,000
Physical Plant	--
Total	$ 29,500,000

[a] Only partially included in computation of investment income as shown in Table 27(B).

CHAPTER XVII

CONCLUSIONS

In this final chapter, the main conclusions of the report are assembled. The numbers of each section refer to the numbers of the chapters from which the conclusions have been drawn. The reader who wishes detail on any point may refer to the relevant chapter.

II. The continuing advancement of Claremont is of major importance to American society because it is an exceptional center of excellence, because the private influence in American higher education needs strengthening especially in the West, and because Claremont is the pioneer and most influential exponent of the group plan, a concept of great potential for American higher education.

III. Out of the history and experience of The Claremont Colleges have emerged some well-established basic policies:

(a) The group plan has been successful and should be preserved and strengthened.

(b) Education at Claremont should be conducted in small, personal, collegial institutions of high quality with most students in residence.

(c) The interests of the individual Colleges and of the group should be balanced so that the group is effective while the distinctiveness and freedom of action of each College is preserved.

(d) The Colleges (including Claremont Graduate School and any future professional schools) should be committed to liberal learning.

(e) Admission of students should be highly selective but non-discriminatory in all respects except academic ability and promise of achievement and leadership.

(f) An exceptionally able faculty dedicated to both teaching and scholarship should be maintained.

(g) The appearance, activities, and facilities of the several campuses should be conducive to successful learning and personal inspiration.

(h) The Colleges should be innovative and yet should preserve and reinforce the best of the old ways.

(i) The Colleges, individually and collectively, should have a relatively limited range of functions.

(j) As sound ideas, leadership, and money may be found, Claremont should from time to time add new colleges and new affiliates.

IV. The Claremont Colleges made notable progress under the stimulus of the Ford Foundation grant and the Challenge Campaign. The goal of $86,000,000 was oversubscribed by about twenty per cent. Solid growth was achieved in enrollment, faculty, library resources, buildings and endowment. Pitzer College opened its doors and became a well-established institution of 700 students. Many improvements in educational programs and in intangible educational and scholarly quality occurred throughout Claremont.

V. Broad social changes will affect the future of higher education in America.

(a) The national student population is likely to grow and the supply of students for private colleges should be ample. However, competition from public colleges and various new forms of education such as "non-traditional study" will become increasingly keen.

(b) Pressures--both internal and external--toward reducing the selectivity of admissions will intensify.

(c) The future "market" for highly educated people appears strong. Much work remains to be done in our society; the day of widespread leisure is not yet imminent.

(d) Higher education will be called upon to give increasing attention to values and meanings as well as to competence in careers.

(e) The future place of campus residence in higher education is uncertain, but residential colleges will continue to have an important role. They will not, however, be the predominant form of higher education.

(f) All the service industries, including higher education, will be under pressure to improve efficiency.

VI. The financing of The Claremont Colleges may be helpfully considered in the context of the financing of American higher education generally.

(a) Expenditures of American higher education have been increasing since 1956 at the gross rate of fourteen per cent a year. When this rate is adjusted for number of students and price inflation, the average rate of cost increase per student in constant dollars has been only three per cent a year. The corresponding figures at Claremont have been a gross rate of increase of twelve per cent and an adjusted rate of three and one-half per cent a year. The forces increasing costs, even aside from inflation, are still formidable. Possible reductions in the annual rate of increase are possible. A reduction at Claremont of one percentage point a year (to two and one-half per cent) would be an attainable goal. It should be emphasized that this would be a reduction in the rate of growth, not a reduction in expenditures.

(b) In meeting the past rapid increase in expenditures, private institutions including The Claremont Colleges have been forced to increase the percentage of income derived from tuitions and from current gifts and grants; the percentage from endowment income has fallen off sharply. The rise in tuitions of private colleges has widened the tuition gap between private and public institutions and has placed the private sector at a serious competitive disadvantage.

(c) The financial solution is to adjust the rates of growth--reducing the rate of growth of expenditures per student and increasing the rate of growth of total income, while moderating the rate of growth of tuitions. One model that would produce a comfortable surplus for The Claremont Colleges as a group is shown in Table 8, page 37.

(d) Income is not independent of expenditures. A college that retrenches too deeply may be unattractive to both students and donors. An institution that can advance at a time of adversity will occupy a place of outstanding leadership. Its position will be like that of an investor who has cash at a low point in the stock market.

(e) The chances are good that Federal and State governments will find ways to assist private colleges before the end of the decade. Increasing aid to students in a form that would help narrow the gap between public and private tuitions would be of great benefit.

(f) Philanthropy is still a dependable and necessary source of support for higher education generally and for The Claremont Colleges in particular.

VII. The plans of the Claremont undergraduate Colleges are evolutionary rather than revolutionary. The Colleges are all oriented toward education of high quality for able students and conducted in a personal, collegial environment. They all expect to retain their distinctive style as laid down by their founders and as evolved over the years. They are all continually reviewing their programs. Innovations and strengthening are going on constantly. The Colleges are attentive to the many criticisms of higher education and the many suggestions for reform but confident that their basic patterns are sound and that there will be a place for education of the Claremont variety in the decades ahead. They are planning little building in the next decade and hope to concentrate in their fund-raising objectives on endowment accumulation and current gifts. Their policy for their operating budgets is steady resistance to rising costs and to proliferation of program, but not retrenchment.

VIII. Operating expenditures and income of the Claremont undergraduate Colleges for the next decade are projected to increase at the average annual rate of four to seven and one-half per cent. The detailed projections for each College are shown in Tables 12, 13, 14, 15 and 16 on pages 52, 56, 62, 66 and 72, respectively.

IX. The development and success of Claremont Graduate School are of critical importance to the future of the Claremont group for several reasons:

(a) It draws to Claremont mature students who are committed to scholarly pursuits and thus diversifies the student body.

(b) It draws both to the Graduate School and to the undergraduate Colleges faculty members whose scholarly interests could not be fully served in an exclusively undergraduate environment, and thus helps to diversify and strengthen faculties.

(c) It serves as a focus and supporting center for scholarly endeavors of the entire community.

(d) It reinforces Claremont's position as an intellectual center.

The program of the Graduate School is limited to the social studies and humanities and a few other fields. It plans to concentrate on strengthening these fields rather than on expanding into new ones. It expects to emphasize applications of the social studies and humanities to social problems and to practical affairs in industry, government, and the non-profit sector. The Graduate School faces three serious problems: inadequate financial support for students, inadequate library resources, and less than satisfactory arrangements for participation of faculty members from the undergraduate Colleges. Solution of these three problems is urgent not only for the

Graduate School but also for the proper development of the Claremont group as a major center of learning. The group cannot realize its full potential unless these problems are solved. The Graduate School would also be strengthened by the construction of housing for graduate students of a kind that could foster collegiality. Financial projections of the Graduate School are shown in Table 17, pages 78, 79, 80.

XI. Several of the central programs and services of The Claremont Colleges should be strengthened during the coming decade. First priority goes to the Library. It is not adequate to its mission in number of books, in services, or in buildings. Supplemental funding beyond the assessments on the Colleges is clearly needed. Other central program needs are: equipment and building space for the Computer Institute, additional building space for Student Health and Student Counseling, an automated system of controls for campus utilities, a museum building and operating budget for the museum, increased funding for the Office of the Chaplain. Provision should be made for increasing use of modern mechanical aids to instruction and vocational placement should be centralized and strengthened. Several central programs are now in limbo administratively and responsibility for them should be assumed by all the Colleges. These are: Huntley Bookstore, the Print Shop, concert events, Faculty House, and Central Campus Planning.

XII. Intercollegiate coordination of instruction should be strengthened. Only in this way can Claremont realize its potential as an intellectual and scholarly center. The problem is to reconcile the autonomy of the Colleges with the need to organize and mobilize the academic disciplines. The solution lies partly in an unambiguous commitment of Claremont to scholarly distinction and partly in inventive administrative organization. "Boards of Faculty" for each discipline or each interdisciplinary field should be established with proper administrative leadership in the form of paid part-time chairmen and with coordination through the Provost's office. The coordination between Claremont Graduate School and the undergraduate Colleges should be improved through the good offices of the Boards of Faculty, through joint appointments, and through the appointment of all-Claremont professors. The Colleges should explore the possibilities of reducing duplication and strengthening faculties through achieving agreed division of responsibilities among the Colleges. All-Claremont professorships should be provided for and the ethnic studies centers should be financed in part by outside gifts.

XIII. Many possibilities for new colleges and other major new programs have been suggested. Several are under study. Claremont's power of innovation comes more largely from its capacity to create new colleges than from its power to change the existing ones. The times call for skillful experimentation and risk-taking. The Claremont group has a responsibility to use its unique power to start new enterprises. Claremont should move ahead vigorously toward founding new colleges whenever good ideas, leadership, and finances are found. Well-chosen new colleges formed under good auspices would add new intellectual dimensions to Claremont, would enable Claremont to exert new educational leadership, would strengthen the private sector of higher education, would add diversity to the American higher educational system, and would demonstrate the versatility and effectiveness of the group plan. Law, management, and medicine (in alphabetical order) are best suited to Claremont. Other promising possibilities are: a program of non-traditional studies perhaps catering to adults in mid-career and perhaps offering an external degree; and an intermediary school designed for gifted students of ages 16 to 18. Claremont should continue to be on the lookout for affiliates of the calibre of the Botanic Garden or the School of Theology. In the addition of new colleges or affiliates, Claremont should be mindful of its overall size. If ten colleges were added in the next century, the enrollment might approach 10,000 or 11,000 which would be smaller than the Oxford or Stanford of today. Perhaps such growth would not be excessive.

XIV. Claremont should acquire additional land and should be watchful of community development in the Claremont area.

XV. Claremont University Center should be able to operate in the manner of a foundation whose purpose is to enhance the strength and stature of all The Claremont Colleges. Grants would be made by CUC for a variety of purposes including grants to the individual Colleges for activities of benefit to the group. For example, CUC might provide seed money for feasibility studies and start-up costs connected with new colleges and affiliates; it might help to finance conferences, research, scholarly publications, appointment of distinguished professors, and establishment of new academic programs. Claremont University Center also has the responsibility of cooperating with the Provost in securing gifts and grants for the Library and other joint programs and services. A concerted fund-raising program or campaign is needed to finance the operating budget of CUC, to establish the "foundation," and to support the joint programs.

XVI. The plans of the five affiliated institutions are comparable to those of the Colleges. The affiliates are subject to the same inflationary forces and have the same kinds of worthy ambitions and aspirations. The five affiliates together present financial needs for the next decade of nearly $40,000,000, the bulk of this being for the School of Theology.

XVII. The financial goals for gifts and grants to finance The Claremont Colleges and their joint activities in the next decade are assembled in Table 28. (These figures are exclusive of the affiliates and do not include life income contracts.) The total of projected gifts and grants is $216,000,000.

This figure results from the combined judgment of many persons, no one of whom would claim that his estimate is in any sense precise or definitive. But the ingredients of this total are responsible estimates of what will be required to maintain quality at Claremont and to achieve modest progress. The estimates are strongly influenced by compounding, i.e., by the use of constant annual percentage increases which make the projected yearly growth in expenditures larger each year. Past experience amply supports the principle of compounding, but at some point in history the rate of growth must decline; otherwise expenditures will eventually approach infinity. Also, these projections probably do not take fully into account possible improvements in efficiency. Assuming gains in efficiency which would slow up the annual growth of expenditures each year by an

TABLE 28

PROJECTED GIFTS AND GRANTS TO FINANCE THE CLAREMONT GROUP 1972-73 THROUGH 1981-82

	For Current Operations	Additions to Endowment	Physical Plant	Total[a]
	(000 Omitted)			
MEMBER COLLEGES				
Pomona	$ 16,700	$ 37,000	$ 10,000	$ 63,700
Scripps	5,900	8,600	2,000	16,500
Claremont Men's	4,900	10,000	500	15,400
Harvey Mudd	16,300	7,500	6,100	29,900
Pitzer	8,600	2,000	300	10,900
Claremont Graduate	20,800	7,000	9,400	37,200
Sub-total	73,200	72,100	28,300	173,600
CENTRAL PROGRAMS & SERVICES				
Library	1,100	5,000	2,500	8,600
Computer Institute	--	--	1,600	1,600
Museum	250	1,500	750	2,500
Chaplaincy	200	500	--	700
Faculty Boards	400	600	--	1,000
All-Claremont Professorships	--	3,000	--	3,000
Ethnic Studies Centers	800	2,300	--	3,100
Other	--	--	2,000	2,000
Sub-total	2,750	12,900	6,850	22,500
A NEW COLLEGE	4,000	1,000	5,000	10,000
CLAREMONT UNIVERSITY CENTER	2,900	5,000	2,000	9,900
Grand Total	$ 82,850	$ 91,000	$ 42,150	$ 216,000

[a] Exclusive of new Life Income Contracts.

amount equal to one per cent of total expenditures, the total of $215,800,000 might be reduced. All things considered, this goal might reasonably be rounded off at $200,000,000.

This amount would require annual gifts and grants of $20,000,000 a year. This compares with average gifts in the past seven years, during the Challenge Campaign, of about $15,000,000 a year. All of the projections of income and expenditures are based on the assumption that inflation will continue through the decade at the rate of about four to six per cent a year. If this assumption should prove valid, the projected gifts and grants of $200,000,000 in constant dollars would be just about equal to those of the past seven years ($15,000,000 a year on the average). Thus, the Claremont group would project a rate of giving comparable to what has already been achieved. The figure of $200,000,000 represents not an impossible dream, but a realizable estimate of legitimate need.

The gifts and grants will come from many sources--government, private foundations, private corporations, and private individuals. Most of them will come from private philanthropy which has been the mainstay of Claremont finance. As always in the past, the amount of private philanthropy directed to Claremont will depend on general economic conditions and on tax legislation. It will also depend on the degree to which donors are convinced of the importance of high quality private higher education and of the special value of Claremont's unique group plan. It will depend on the closeness of the personal ties that link the Colleges to their constituents--who include students, alumni, parents, faculty, civic and business leaders, professional and educational leaders, and other friends and associates of the Colleges. In the last analysis, the ability to fulfill the financial goals will depend on the skill and the integrity with which the affairs of the Colleges, individually and collectively, are conducted. There is no reason to suppose that the kind of generous and steady support which has built Claremont in the past will not see it through in the future.

APPENDIX A

SOME POSSIBLE FUTURES FOR CLAREMONT GRADUATE SCHOOL

by

President Barnaby C. Keeney

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President Barnaby C. Keeney

I have been doing considerable thinking about the Graduate School and its future direction since I became president, and indeed, from the time when I seriously began to consider the position. I fear that I have gone over much the same ground, although differently, that Howard Bowen covered in his consideration of the same problem during his presidency, but I lean to somewhat different conclusions at the moment. This paper is intended to open rather than to answer questions and promote discussion in the board and faculty. It should not be taken as a statement of institutional policy, or even of my own policy.

The first thing that must be considered is whether or not there is a future at all for a small self-standing or nearly self-standing graduate school of very good quality but too small to be of first rank. Obviously, the demand for new teachers at the college and secondary level has diminished, and may continue to diminish, as the population of appropriate age decreases, as it will do over the next sixteen years. However, during this period we may expect a larger percentage of the age group to enter college, increasing attendance by disadvantaged members of minority groups, who tend to require more rather than less teaching than do generally well-prepared students, and the development of many more educational programs for persons over 22. The net result when the immediate consequences of the over-supply have been overcome may indeed be increased demand for new Ph.D.'s. Increasing emphasis on unconventional methods of teaching, independent study, and extra-mural instruction may decrease the demand for college teachers, but it has been my experience that these and other approaches to independent study require more rather than less instructional time, just as the abandonment of the assumption that colleges stand in loco parentis to their students caused them quickly to develop large, complex, and in some cases, repetitive counseling services.

Moreover, the use of persons with a doctor's or master's degree in enterprises where knowledge other than science may profitably be applied has scarcely, I believe, begun. It is common knowledge, of course, that about half of the Ph.D.'s in science do not teach, but rather are employed in government and industry to carry on research, or sometimes entrepreneurial activities. The employment of social scientists in government has increased greatly since the Roosevelt administration, particularly in the last decade. With our increasing preoccupation with moral and ethical questions, employment of humanists and social scientists in nonacademic enterprise may be only starting.

I think, therefore, that graduate schools where the faculty are willing to take a new look at things, and where the administration is vigorous at pursuing opportunities that are appropriate have a good chance at success, though this can by no means be assumed.

There are both favorable and unfavorable circumstances in our situation. In one case the same circumstance is both favorable and unfavorable. It is a source of strength and a weakness, I believe, that this is a self-standing graduate school, more or less independent of the undergraduate institutions. There are a few other like institutions; The Rockefeller University, which gives the doctorate in some fields of the sciences at a very high level and is well financed, and the Bank Street School of Education, an interesting institution in New York which is solely devoted to the preparation of teachers. For some years, the Smithsonian Institution and its ambitious secretary have contemplated awarding the Ph.D. The Johns Hopkins University and Clark University were originally established as primarily graduate institutions, but in order to support their large faculties it became necessary for them to create undergraduate colleges as tuition payers. At Claremont we have the advantages of at once having our own full-time graduate faculty and being able to draw upon the faculties of the undergraduate colleges, an advantageous situation which is duplicated exactly nowhere else except perhaps at Atlanta University. It must be said, however, it is not always easy to make arrangements for the assistance of particular members of the undergraduate faculty, nor is it desirable that the services of other members should be used for graduate instruction. In short, the arrangement is not working very well. On the whole, however, I am convinced that our organization as an independent college in a cluster complex could be advantageous to the development of our next strength--the tradition of quality.

This is attested by the ratings of graduate departments in the report of the American Council on Education. We give the doctorate in thirteen fields. Eight of these fields were rated in this report, and in seven of those, we received ratings of adequate to strong (two being strong and one good). This survey reflects reputation more than fact and it must be inferred that our reputation is good though not spectacular. For example, the five universities in Washington, which have seventy-odd doctoral programs and over 50,000 students among them, achieved a total of ten ratings of adequate to good with only one of these being good. Not much stock should be placed in this report, nor should it be assumed from it that we have a leading position among American universities, or that we are likely to be accepted into the prestigious Association of American Universities. Our small size and restricted program makes this unlikely, though not impossible.

The second source of strength is a rather effective placement of new Ph.D.'s, a very high percentage of whom have positions in teaching and other lines of activity. This speaks equally of a good reputation and considerable effort on the part of the faculty.

Another source of strength is a sizeable endowment for the Graduate School, inadequate though it is. It is larger and carries a higher percentage of our expenditures than do the endowments of many wealthy institutions, and if crippling deficits can be avoided which would reduce the endowment rather than reduce its rate of increase, I believe that it will continue to grow both by appreciation and addition.

The Graduate School is affected, however, by certain unfavorable circumstances. I have mentioned independence as both an advantage and a disadvantage. One of the disadvantages is that the capacity of the Graduate School to develop as a parasite upon the undergraduate colleges is less than if the Claremont Colleges were organized as a university. One of the restricting factors is that the undergraduate colleges do not use graduate teaching assistants, although they do hire as instructors persons who have not completed their degrees. Graduate students are thus cut off from a source of student support that is major in most schools. Another is that there is a very limited amount of sponsored research in fields where we give degrees, and for that reason there is not a great opportunity for employment as research assistants.

The real difficulty, however, is that the colleges have never really made up their minds that they want a graduate school, and some members of the faculties may find the graduate departments threatening. The Graduate School has no official voice in the selection of the faculties of the undergraduate colleges. Hence, persons are appointed to the college faculties without adequate research ability for graduate teaching, or whose specialties are redundant of others. For example, there conceivably might be four Milton specialists in the five colleges, each teaching a class of five students, but none with the scholarly ability to direct theses. If a well balanced program is developed in a particular field, it is usually an accident, or the result of unusual tact.

On the other hand, the undergraduate faculties do have an official voice in the selection of the faculty of the Graduate School through the field committees and the graduate faculty, voices which have sometimes been raised in advocacy of mediocre appointments and in opposition to superior candidates.

The colleges use the Graduate School as an attraction in recruiting, but do not always check with the Graduate School to see if the recruit is indeed likely to be asked to teach graduate studies. Subsequently, they may be reluctant to release time for graduate teaching and sometimes, while the undergraduate faculty member is glad to spruce up his undergraduate course to look like a graduate seminar, he is not willing to direct many theses.

It is evident that if we are to develop a well-knit, comprehensive program in our fields, we should (1) change the situation I have described so that we play an active part in recruitment and have an agreed percentage of the use of those recruited; (2) or declare independence, acquire more funds, and buy the services of those we really want, either from the Claremont Colleges or other institutions; (3) or change the nature of the Graduate School in one of the directions proposed by Howard Bowen and others, or in another direction yet; (4) or found an undergraduate college dependent on the Graduate School which would provide an enlarged well-selected faculty and tuition payments to reimburse them.

Another disadvantage is the nature of our alumni body and the larger constituency. In the Graduate School we have done modestly well in raising unrestricted current gifts from alumni, friends, and industry, but the amount raised is not substantial enough to be a significant factor in our financing, and I do not believe that it can be greatly increased, partly because our alumni body is naturally small, partly because our alumni are in occupations where they do not (or believe they do not) draw large compensation, and partly because industry does not see the advantage to itself of gifts to a graduate school concentrating mostly on the humanities and social sciences. We have, however, an extraordinary record in obtaining substantial gifts and bequests. Whether or not this will continue to be the case now that the Graduate School and the University Center are separated we must see. It may very well be that the separation will weaken the appeal of each.

All graduate schools are faced with a climate of opinion today that is not so favorable as that of a decade ago. Part of this is due to a decreasing need for teachers, part of it to the activities of some faculty people here and there which tends to reflect on the institutions that prepared the faculty, but part of it is simply the result of very considerable disillusionment with universities and the young. Meanwhile, there has been a drying up of government support for these and other reasons, such as the policy and priorities of the present administration as distinguished from the somewhat uncritical enthusiasm of President Johnson for higher education.

The outlook for the future is clouded. A Higher Education Bill sponsored by Senator Claiborne Pell has passed the Senate. It would give considerable support for undergraduate student assistance and for graduate fellowships with a substantial override to the institution, but no institutional support until the undergraduate fellowships were completely funded, and then a very inadequate amount. No education bill has ever been completely funded that I know of. A bill sponsored by Edith Green has passed the House. Its principal new provision is a rather small, but nevertheless significant amount of aid to institutions based upon the count of their students at various levels. If either of these bills is passed and becomes law, or if a reasonable combination of the two is achieved, it will materially improve our situation and that of other educational institutions and will provide a reasonable base for add-on support in later years.

The federal picture with respect to support for educational institutions rather than for students is clouded. Support for education is down in the sciences; indeed, the National Science Foundation intends to phase it out in large measure. Support for education in the humanities is up in the National Endowment for the Humanities, but here appropriations presently are about one-twentieth of what they are for the Science Foundation but may grow to a maximum of one-tenth next year. There is no significant support for education in the arts.

Government support for research, which is sometimes confused with education is down (only about 20% of all federal funds described as expended for education in 1967 were actually spent for education; the remainder went for research, student aid, and buildings). At the same time that support of research in the sciences has been decreasing, support for research in the humanities has been increasing, but the amount is still strikingly inadequate.

The foundations likewise have turned their attention away from education and educational institutions to other concerns of society, such as the cities. This is especially true of the largest foundations, such as the Ford Foundation and the Rockefeller Foundation which is increasingly concerning itself overseas.

I believe that much of what has recently occurred will be of temporary duration, and that the traditional generosity of Americans toward educational institutions will force the government to greater support and that our faith in the capacity of educated people to solve problems will be reasserted. I believe that there are opportunities in the seventies that are different, but as great, as the opportunities in the fifties and early sixties when there was an increasing and urgent demand for adequately prepared teachers.

There is now and will be in the future a continuing demand for exceedingly able, excellently prepared, research oriented Ph.D.'s for the universities. It is sometimes asserted that this demand will be satisfied by the major universities, but since it is so difficult to identify a high degree of research talent at the time of entry into graduate school, I believe that places like this, where the selection of graduate students is looser than say, at Harvard, will produce more than a random chance number of such people. A few of our people are on the faculties of prestigious institutions.

Universities, however, will be an outlet for a relatively small percentage of our Ph.D.'s. More will be employed in colleges and junior colleges, and some in secondary schools. Their occupation will primarily be teaching, as is the case with most Ph.D.'s today. But we can add to the preparation of these teachers a concentration of attention on the problems and opportunities of teaching, either through change of attitude on the part of the faculties or by an increased use of the new degree, Doctor of Arts.

A third group will go into government, industry and business to carry on research and studies. They should be prepared for research.

Much of the money formerly spent by federal and private agencies on education has been turned to other contemporary concerns such as ecology, the exploitation and preservation of the sea, problems of population and its control, problems arising from race, urban problems, crime, and drugs. Some of these are appropriate for our attention, some are not. Some we cannot even afford to get involved with, such as oceanography, which is an extremely expensive activity. Another sort of opportunity is in extra-mural education, or as it is sometimes called, unconventional education. There is a great deal of enthusiasm for this now, some of it pretty uncritical, and it is not generally realized how expensive some of its forms can become. For example, I am informed that the televised programs which are about one-fourth of the activity of the open university in England cost roughly twenty-five million dollars to prepare. I know that Sesame Street, at the other end of education, cost six million dollars for the first year, mostly for preparing televised programs. I was astonished when I inspected an early proposal for what has become the University Without Walls to note that students were to be charged $2,000 annually for the privilege of being off-campus.

Many members of the faculty will question the appropriateness of extra-mural education to the graduate level. Since graduate study is intended to lead to independent activity, it must be concluded, I think, that if extra-mural education and independent learning are not appropriate to graduate education they are inappropriate to any level of education. I believe that we should explore some more modest activities possible in this respect, and I believe further that some of our regulations relating to enrollment and the payment of tuition, which were enacted for fiscal purposes, are confining and not very profitable.

Some special programs can be rewarding to the students and profitable to the Graduate School. For example, the program devised by Professor Albrecht and others makes available evening instruction to people at approximately the middle-management level. It was figured to break even at twenty-five students. It has attracted sixty-five, and so far as I can determine it is being successfully conducted. There are other areas in which we can carry on such programs without falling into the habit of entertaining the idle.

I turn now to some possible solutions. It was proposed last year or the year before that the Graduate School be formed into an Institute for Advanced Study and Research. The number of graduate students would be very considerably reduced and the number of post-doctoral students greatly increased. There are already institutes for advanced study at Princeton, Palo Alto, New York (the Rockefeller Institute), in Washington (the Woodrow Wilson Center), as well as a number of others within universities. The number of people who can profitably work in such an environment and the support available for them is limited, and perhaps the field is presently overcrowded. It appears doubtful that all of our full-time faculty are of such scholarly calibre that they should be encouraged to spend their full time on research, or even that they would enjoy it. Certainly some would not attract post-doctoral students. Moreover, few Ph.D.'s would be produced, and those post-doctoral students who would come to Claremont would not form a real identification with this institution. With our present resources I doubt that we could support the number of faculty that we presently have and give appropriate aid to pre- and post-doctoral students without tuition income and would therefore have to release faculty to the colleges, which are in no position now materially to enlarge their faculties.

Howard Bowen's Model X calls for a small graduate school, an institute for advanced study, and a number of specialized research institutes. It would require an increase of endowment of some thirty million over a period of years. It is a most impressive plan and beguiling in its effect, but I think there are certain fatal weaknesses. One of these is in the assumption that if we encourage the formation of institutes they will contribute funds, faculty, and graduate student support to the Graduate School.

All but two of the present institutes are a burden, however small, on the funds of the Graduate School. I do not confidently expect that all will become self-sustaining. The more pressure that is put on institutes to be self-sustaining, the more unselective they become and the more inappropriate to a university their work becomes. Moreover, much of what some institutes do could perfectly well be done in flexibly organized departments, separately or in combination. The more independent that the institute becomes, the less their identity with the Graduate School, and the more diversified their activities become the less integrity the Graduate School preserves as an institution.

Another alternative is to leave the Graduate School as it is, as a rather traditional, non-innovative institution where the faculty seek to duplicate themselves. I do not believe that society will tolerate this, nor do I believe that the conventional Ph.D. will be viable in the future. I believe that such a program is unlikely to attract sufficient funds to enable it to grow in strength and security, and that the future would bring withdrawals from endowment that would exceed additions. I should prefer to use endowment systematically and aggressively to improve the program and reputation of the Graduate School, in hope of attracting large funding. If not, the endowment might be used up and the Graduate School phased out in time. This risky procedure has worked well in some instances--badly in others.

We could keep a modified graduate school, adopting some of the aspects of Model X, so that we take the fullest advantage of contemporary opportunities but adding to the emphasis of preparing academic teachers and scholars that of preparing people to do research on contemporary problems. It would be compatible with our basic mission and nature.

Previously Americans have been greatly concerned with the application of science. We have not much profited from this concern at Claremont because of our lack of scientific programs. The current public concern is largely with problems that science cannot solve alone, and in the solution of which people are disillusioned with the capacities of science; for example, morals and ethics, upon which the humanities and social sciences can cast considerable light. It is pretty obvious that economics, government, and the other social sciences contain material that is applicable to present problems. It is pretty obvious that history, or rather the historical method, can provide a background that makes it easier to understand contemporary situations. It is pretty obvious that philosophy and religion as disciplines contain material that is applicable to moral and ethical problems. It is not so obvious that disciplines like English can be applied. It is certainly true that some very strong members of our faculty, or of any faculty, simply will not give their attention to the applicability of the knowledge that they produce. The best of those who cannot or will not should be kept without prejudice. It is equally true that some members of our faculty of equal strength are eager to do so. Interdisciplinary programs are appropriate.

There is an area where both government and private foundations are greatly interested. For example, one of the main thrusts of recent developments in the National Science Foundation has been the application of social science to human problems. The National Endowment for the Humanities has a strong inclination to support projects that give some promise of contributing to the solution of the world's ills. And of course, the mission-oriented agencies like HUD and HEW are preoccupied with this sort of thing. The Ford Foundation is greatly concerned with urban affairs, with minority problems and the like, as are other foundations.

Perhaps the best course for the Graduate School in the future is to explore vigorously activities that can be described by the now unpopular word "relevant" and to prepare people to enter such activities.

Some aspects of the application of knowledge in the humanities and social sciences are pretty obvious, others are not. For example, the late David Potter, professor of History at Stanford and president of the American Historical Association, was a well-known scholar in the American history of the period of the Civil War and just after. Several years ago he became interested in alienationism, a phenomenon of contemporary society and proposed a study to the National Endowment for the Humanities which was enthusiastically funded. I read some of his preliminary work at the end of the grant and was very much impressed by it. Unfortunately, he died before he finished it. I believe that it would have been useful in approaching one of our major problems. It is also a very good example of a retrospective scholar becoming concerned with a major contemporary problem. More obvious examples follow: for example, Urban Studies can profitably be approached in departments of History, Government, Economics, Sociology to mention but four. There is some question in my mind as to whether research and teaching in Urban Studies can be done better in institutes or in flexibly arranged departments and groups. The danger of putting it into an institute or school is that a tendency develops to treat Urban Studies as a discipline whereas it is the application of a number of disciplines to a series of important and related questions. Latin American Studies has suffered from this same phenomenon, as have other area studies. Rather than attempting to equip students and faculty to apply the knowledge of their discipline broadly conceived to a geographically and culturally defined area, the effort is made to develop a mix of all these disciplines and call them an "area study." The situation is somewhat different with respect to research and teaching in so-called "Black Studies" or "Mexican-American Studies." Here there probably had to be a separation to stimulate recognition of an area of knowledge that had customarily been ignored by American institutions, but there is some question in my mind and in the minds of many others about the ultimate profitability of the separatism that ensues.

It is pretty obvious then that some fields lend themselves easily to application to contemporary affairs, others operate in less obvious ways, and still others are probably entirely inappropriate or their appropriateness has not yet been discovered but are worthwhile for themselves. It would be most unwise to disturb or eliminate significant work in such fields in the name of relevance. Some educational programs are of interest in these respects: our graduate program in Psychology is intended to develop the capacity to prepare psychologists to serve in government agencies, not so much as psychologists but as persons who can apply the discipline of psychology to the problems treated by the agency. One of the major resources in another field in Southern California is land, and there is a great deal of discussion about the way it ought to be taxed. It is quite appropriate here to develop a doctoral program emphasizing Land Economics.

In more general terms there have been generation-long complaints about the inappropriateness of the Ph.D. as a vehicle for the preparation of college teachers, and the over-emphasis in the Ph.D. on preparation for research, whereas the actual life of most holders of the Ph.D. is spent mainly in teaching, for which they are usually unprepared when they emerge from the graduate school, whether or not they have served as teaching assistants. I do not believe for a moment that courses in pedagogy are the answer, although seminars in which problems of college teaching and college life are discussed are demonstrably helpful. I do believe that at some point in his preparation, perhaps in place of the final examination, the Ph.D. should be required to demonstrate the significance or insignificance of what he has learned and discovered by attempting to apply it to a major problem of contemporary society, something he will sooner or later be concerned with and with which undergraduates are very much concerned as they are lectured about ancient, remote, and far-off things. It is pretty obvious that some learning has no apparent relevance to society but it should be recognized as valuable in itself.

A problem that could involve many specialized people is the application of knowledge to foreign policy. So far as I can see, and so far as anyone I know can see, basic knowledge about southeast Asia was not available to people in the White House and in Congress who made the basic decisions that have led to the situation in Vietnam. Much of this knowledge existed in the State Department, in the CIA, and in the Department of Defense, but it was not brought to bear at a high enough level on the decisions. Much of the basic knowledge, it should be added, did not exist in the CIA, the Department of Defense, or the State Department. A great deal of that existed in the universities of the country and should have been brought to bear through a mechanism which we have not yet devised, and must devise, if we are to end our habit of making decisions without an adequate base.

An even more pervasive problem is the problem of values. Everybody knows that many young people do not accept the traditional values of our society; what everybody does not realize is that traditional values as they are generally stated are not always appropriate to the present condition of our society, although they were in earlier periods. Historically the pattern of value systems is a flexible and changing thing, but when a society is no longer able to modify its values, that is a pretty sure sign that that society has finished its significant period and is about to be replaced by another, as has occurred many times. In the new society there will generally emerge certain overtly stated and other silently assumed values which are necessary regulations, inhibitions, and precepts for existence in a particular set of circumstances or environment. Some of them are so simply stated that they last a long time, particularly if in fact they change imperceptibly. Generally speaking no great fuss is made about values during the growing period of a society, but they are proclaimed loudest when they are losing their appropriateness. When they are obsolescent or obsolete to the situation they become ineffective, as they have now, and repeated reaffirmation and attempted imposition will not work.

I believe that possibly the greatest contribution that the universities could make to our society would be to form disciplinary and interdisciplinary groups, and I mean from all disciplines in the humanities and social studies, to investigate and ascertain, if possible, the bases of contemporary society and the mandates of the contemporary environment and the consequences, so that from this knowledge may emerge precepts that are acceptable under the circumstances to guide and to hold the society together. We have in effect a choice between waiting for new values to emerge through evolution or to attempt to determine them. If this is done, they can be taught not didactically but through joint inquiry.

These are some examples of preparation for teaching and research that the Graduate School could develop and which would, I believe, prosper intellectually and financially.

APPENDIX B

WHAT WILL WE BE TRYING TO DO IN THE FUTURE?

by

Dean Ray Frazer, Pomona College

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God only knows. The rest of us can only guess. Or we can say what we think we ought to be trying to do in the future (no matter how ridiculous that may seem then, when we're doing something entirely different). It is this procedure--with that risk--that I propose to follow.

I begin with the assumption that "higher education" will continue to become universal. If this is true, a curious irony follows. Although Pomona today is better known than it was in the past, it is also less important. Quantitatively, a liberal arts college is now and will remain of microscopic importance in higher education. It was not always so. In 1890 there were only three colleges in Southern California--USC, Occidental, and Pomona. There were no state colleges, no branches of the university, no junior colleges. For many years, Pomona alumni played an important statistical part in the leadership of Southern California--in business, law, medicine and public affairs, and especially in teaching. Now, however, and from here to eternity, we are going to be a statistical drop in the bucket. There are more people in one state college at this moment than all the living alumni of Pomona College. And there are eighteen state colleges, eight branches of the university, and who knows how many junior colleges. Today the small college is an anomaly; we must prove it is not an anachronism in order to survive.

My second assumption is this: private higher education costs too much and is going to cost more. Surely this statement needs no defense. The expense is already such that public aid (through the State Scholarship Program) is crucial to our survival. In the future, when our costs are still higher and (as seems probable) the tax benefits of gift-giving are further reduced, we will be in need of massive governmental support. There will be pressure merely to merge the private colleges into the state education system, for The Claremont Colleges to become California State College at Claremont, or The University of California at Claremont. To retain our individuality and independence, we must in the future be able to show to the world at large that we do something different from and better than the public schools.

But although there is both a moral and a financial imperative upon us to differentiate, to singularize ourselves, we have in fact become more like the public university and the public university has become more like a private college. Let us take the latter first. Some of us loyal alumni tend to think of public institutions as if they were still like the Ohio State of James Thurber's day, or the USC of von Kleinsmid's. But they do more than play football now at USC and Ohio State; their teachers are as good as ours, their labs as good as ours, their libraries as good as ours. Most important, their students are too--because they have so many to choose from and because we choose not to take only the best. But it is not only a matter of quality; the structure of the university is becoming like ours. The university of the future is not Berkeley, but Santa Cruz or San Diego--sets of colleges, like Claremont (with a less labyrinthine and more effective administration).

In other ways, private institutions have become more like each other and more like the public university. The most obvious and most publicized change here is the gradual disappearance of the monosexual college; a Yalie this winter may wear hot rather than cold pants, and the Group of the future may be composed of Vassar boys as well as girls. It is less well known that specialized schools have gradually been giving up their specialties; you can major in English or philosophy now at Caltech (where you once could major only in science) and at CMC (where you once could major only in government or business administration). But there have been more subtle changes as well. I think that schools such as Swarthmore and Reed, which once were clearly different from each other and from most colleges, are losing their individuality. All colleges are tending towards the same variety of programs and are tending to attract the same varieties of students.

In a word (a slightly exaggerated word), the student today can choose to go to a college which is a mini-university, or to a university, which is a set of colleges. There is more to choose from than there used to be, and there is less.

I do not have the space here (even if I had the knowledge) fully to discuss the reasons for this phenomenon, but let me say a little. The phenomenon would not have occurred if private colleges (for reasons which I will discuss below) had not considered themselves morally obliged, as the state institutions of higher education are legally obliged, to admit all kinds of students. It would not have occurred if both colleges and universities did not feel the obligation of providing whatever programs this immense variety of students needed or wanted.

Gradually, a new definition of higher education is struggling to emerge; higher education should be responsible for the maturation of all citizens between the ages of 18 and 22. Now maturation--as those of us know who are still going through it--is a fairly complicated process. In the largest sense of each of these terms, it is a physical, emotional, social, spiritual, and intellectual process, with endless interactions among these levels. To institutionalize maturation seems to me to have been the goal of most of the curious and haphazard changes in American colleges in the past quarter century. Most of our progress (if that is what it is) has been in the social and emotional realm. At Pomona, where for many years we had one dean, we now have eight--not even beginning to count advisers, counselors, psychiatrists, residents and resident assistants. Brave new worlds lie before us in the realm of the body and the spirit; it is commonly argued that these should really be the central concerns of the college, if it is to achieve its goal of maturation.

Perhaps we are in an early stage of the development of Institutions of Maturation (as colleges may some day be called), in which the souls, minds, bodies and "interpersonal relations" of young people are somehow matured. But I think not. And not only because such an institution is an impossibility, which it is, but chiefly because the forces which seem to push in this direction are themselves anti-institutional, fragmented, and in violent disagreement. Those who think colleges should become model little societies, leading the corrupt Real World into reform, are opposed to those who think the emphasis should be entirely on the inner self, on contemplation and psychic peace, who in turn are opposed to those who think that social relationships, and "sensitivity" thereto, are most important. And of course all of these are anti-intellectual, opposed to book-learning and to professional training. So the development of single institutions which successfully fuse the physical, emotional, spiritual, and social and intellectual development of students seems unlikely. However, almost all colleges and universities--Pomona included--are clumsily trying to fit all these (sometimes mutually exclusive) elements together. And failing. They will continue to do so and continue to resemble each other, so long as each feels under the obligation to take (or, in our case, to seek) all kinds of students, and to provide whatever this variety of students needs or wants.

I think that the university--or rather, the state system of higher education--may be said to have an obligation to take all kinds of students. Pomona College may once have had such an obligation, back when we were the only college in the area, but that obligation disappeared with those conditions. Besides, heterogeneity was forced on us in the beginning, when we took what we could get in the way of students. But now we deliberately seek variety, believing as we do in the Microcosm Myth: the notion that it is educationally valuable to go to college with students from other areas, from other economic classes, from other races, with different goals and aspirations, so that the college becomes a microcosm of the world outside. A true microcosm of American society might indeed be valuable, but we (and all colleges) fail even to come close. And such differences as once existed geographically and economically have disappeared in the media culture of our time. The only meaningful and important mixture of students at Pomona in the past few years has been that of white and brown and black. The only other addition of students which could be as fruitful would be that of adults who want to continue their education; they are perhaps more foreign to young whites than young blacks are. But we should give up this myth unless we want to implement it--with geriatrics and with the middle-aged and with children.

There is some sense in which the state system of education may also be said to be obliged to provide whatever programs its variety of students needs. At this, it seems to me, California (with its tri-partite system and the variations among its branches) does very well. I would insist that private institutions are under no such obligation, and the smaller the institution the less obligated. But we have felt so obligated; the private colleges have been the most "responsive" to student desires. I have indicated above the change from monosexual to heterosexual colleges, and the more widespread change to "liberal arts" colleges. Upper-class colleges, like upper-class parents in recent years, have been most permissive, and I think for the same sorts of reasons. They have felt uneasy and doubtful about all of their own values except the value of youth. And when today's youth changes his mind (e.g., "I thought when I came here I wanted to go into government work, but now I want to make pots") it occurs to neither his parent nor his college, least of all himself, that he should change schools, but only that the schools themselves should change (e.g., begin teaching ceramics). A corollary to this deference to student wishes, which seems to me equally pernicious, is that no student should ever be kicked out, and that scholarships should not be tied to scholarship. I say pernicious, because I think all of these ideas cannot help but reduce the quality of the education the college provides.

In the light of these considerations, I have two proposals for what we ought to be trying to do in the future: a general proposal, for private colleges all over the country, and a more specific proposal for Pomona.

In general, I think the colleges should specialize. I would like to see a great variety of colleges, all doing different things, rather than what we have today--similar colleges all trying to do the same variety of things. I would like to see a hundred flowers bloom: vocational colleges, avocational colleges, colleges where you can go to find your Self, colleges where you can go to relate to others, colleges in organic farming, colleges in political revolution, colleges where you can intuit the irrational, and colleges where you study Study--where you learn about learning.

To the objection that the average student does not know what he wants and is likely to change his mind I would answer that this system would only work if transfer from institution to institution were positively encouraged. Today the opposite is the case and general frustration is widespread. For example, we have a student at Pomona who has decided to major in mystical psychology. We encourage students to major in what they want and it occurs neither to him or to us that he might be better off elsewhere, but the fact is that nobody on our faculty really knows anything about the psychology of mysticism. This is not a unique situation; there are quite a number of student interests (all of those listed in the preceding paragraph) which Pomona only dabbles in. How much better off everybody would be if all the students in America who are chiefly interested in finding their Selves could collect in a few colleges together with all the faculty members who know how one goes about it! It seems to me essential that transfer be forced on the student who is dissatisfied where he is. It is a much easier, less expensive process than changing the college to satisfy him and (if colleges really were to specialize) it would not dilute the quality of the college's specialty.

Let us imagine that my general proposal receives instant and universal acceptance: how can this change take place? The Board of Trustees and the Faculty of each existent college will have to consider what sort of specialty to undertake.

For the new or recently founded college, without many tenured faculty and without much of an investment in any area, the choice of specialty will be wide-open. For example, Pitzer College could rather easily become a college of the irrational because it does not have much of an investment in the rational. (If Pitzer were to make do with the books it has purchased since its founding, the students would have to take turns reading.)

Investment is a more important consideration than tenure here, because the tenure of a professor ceases to exist if his department is abolished at the college. A trend toward specialization could work to the positive advantage of many American colleges which are really unable to afford a good program in science; as of now they offer unsatisfactory programs, but then they would not have to offer science at all, and could put that much more of their resources into whatever it is they do best.

At Pomona, what should be our specialty?

My proposal for Pomona is in two parts. Following the logic that we should continue to do what we do best and what we have the greatest investment in, I propose that we should become a pre-professional college.

I say we should "become" one. For many many years, you may say, we have already been a pre-professional college. Nominally, this is true; it is more or less what we say (in vaguely couched language) in the Catalog, and there is no question that our most distinguished alumni are now professional men and women. But we have also admitted, carried along, and finally graduated many other students who have no interest in the professions. There are more of these today than ever, when disaffection with professional life is a fad among some elements of the young. In our desire to be "responsive" (and in our belief that we have an obligation to keep and to satisfy all students) we have backed away from the rigor which good professional training requires. Instead we have put an incredible amount of time and effort into worrying over, advising, counseling and providing special courses for those students who have no goals and don't see the need of any. In this we have been, of course, like all other American colleges.

At Pomona, as elsewhere, every department has to decide whether to use all its resources, or part of them, or none, on the students who are preparing for careers in that profession. And we have all three kinds of departments here, right now, and probably always have had. Only a few of our departments are big enough to cater to the variety of student "needs" by offering a variety of courses. And for the individual teacher, in his own course, the problem is the same: "Should I pitch my lecture at that group that is serious and professionally interested, at those others who never expect to think about this subject again, or at those students who don't know which they are?" Whatever the teacher decides, he has been taught to feel guilty about All Those Others. It is really amazing to me that more teachers don't crack up and go into what is known as honest work.

(Parenthetically, Trying to Please Everybody is bewildering to the administration, too. There has always been the choice between hiring the magnetic lecturer who turns on students but turns off his peers, and the mousy researcher who will turn out a few Ph.D. candidates each year but who won't speak to students who can't add or subtract. Today we have more problems. Should a man be fired because he is not himself professional enough, even though he helps students find their Selves, or their Souls, or their pSyches? Should there be an even balance between practitioners of Consciousnesses I, II, and III on the faculty--just to be on the safe side? Etc.)

Are there enough students any more who really want pre-professional training? I disagree profoundly with the contemporary naive sentimentality which is best represented by The Greening of America. None of these visionaries of today--who extrapolate from peace-symbols and long hair a world of tomorrow where everybody will just hold hands and love each other--none of them seems to recognize that we will still have to eat. There just aren't enough back yards so that we can all grow our own roots and berries and pot. Somebody will still have to make new clothes even if nobody will wear them until they are old; and somebody will have to make sleeping bags even if we give up blankets. The fact is we are stuck with big cities and big industry and big government. Somebody is still going to have to run the machine, practice law and medicine, and teach others to do so. There will still have to be professionals.

Even Mr. Reich would admit that there will remain large numbers of students who are so reactionary as to want responsibility, authority, and the satisfactions of success in demanding professions, and who are willing to work for them. It is my personal opinion that for years now we have systemically turned down numbers of such students in order to seek the magic Microcosm of Society. It is time we realized that heterogeniety is inimical to quality, time we sought professionally motivated students, rather than football players, dancers, actors, cheerleaders and students who come from the East or Midwest.

There are sources for such students which we have never really tapped. The chief of these would be transfers. We limit ourselves to accapting only the number of transfers which equals the number of withdrawals, and this number has been small because--until now--neither the students nor the college encourages withdrawal. And it has been true that to withdraw from Pomona only to find another college more or less just like Pomona hasn't made much sense. But if colleges really were to be different from one another, as I propose, I would hope that the turnover in our first year or two would be very high indeed and that we could then avail ourselves of professionally motivated students who have not been able to find what they wanted elsewhere. Ironical as it may seem, we have increased our staff and budget for recruiting while our number of applicants has grown, spending much more now in a seller's market than we did in the 30s, when all colleges beat the bushes for students. I think our admissions staff is capable of finding what we want; if we want something different from what we have, they can get it.

The second part of my proposal for Pomona is that we should reduce the number of areas in which we offer our pre-professional training. I think we are over-extended, that we do not do as good a job as we could if we were more limited. To be sure, the greatest single cause for the over-extension and dilution of our quality would disappear if we sought (and kept) only professionally motivated students. We could also, with profit, limit ourselves still further by becoming a "senior college," giving up the first, or perhaps the first and second years. There are two large advantages to such a change: the odds of getting only the kind of students whom we want and who want us would be increased, and much faculty time would not be taken up with introductory courses in the various disciplines.

However, I feel that our curriculum would still be over-extended, that we would still be spread so thin that we would not do as good a job as we could and should. Let me explain why I think so.

In 1890, a Pomona student could major in one of three areas: classics, science, or business. In 1970, Pomona students majored in nearly forty areas (not counting eleven students who had designed special concentrations of their own). It is true that the number of academic disciplines has multiplied since the turn of the century, but it is also true that many disciplines, particularly in science, have become much more complex, subdividing themselves many times. The question is whether it is possible to provide quality education in, say, forty fields, with a staff of one hundred and twenty. In anthropology and art history and botany and Chinese and classics and Russian we have staffs of two men or less; in geology and German and religion and sociology and Spanish and theater we have three men or less. Can two or three men truly "cover" these fields? I think not, even though some of our very best teachers are in these small departments. Moreover, there is not a really demonstrable need to have so many kinds of majors. Last year, while we had forty-three English majors, twenty-nine in zoology, twenty-eight in mathematics, twenty-three in government and twenty-two in psychology, the following departments only had two majors: Chinese, classics, music, and geology. Seven other departments had six or fewer majors. It seems to me a case can be made that for the numbers of students involved, it is financially wasteful (as well as educationally inadequate) to provide so many disciplines as we do.

The great advantage over the university that we have today (and would have tomorrow in my scheme) is our small student-faculty ratio. But right now, for many if not most of our students, this ratio is an illusion. The reason? Because we have so many departments, with such varying enrollments, some of our students have a one-to-one relation with their teachers, and others have something like one-to-twenty. Our one-to-eleven ratio (of which we're so proud) is only an average, an abstraction. It would come closer to reality if we had fewer fields, fewer departments. The variety of subjects we teach and the variety of students we seek and keep lead to an unfair distribution of the one important thing we have to offer: the time a teacher and a student are actually together.

Let us say that we agree to cut out some of the disciplines we offer. Which should be cut?

Like all other colleges which try to specialize, we should look at our resources and see which are the most valuable. Pomona has a truly extraordinary plant in science--perhaps the best in the country. We have a considerable plant investment in music and in art. Our largest group of faculty (and much the largest if history--as it is elsewhere--be included) is in the humanities. On the other hand, our smallest division is in the social sciences; as it happens, we have the fewest tenured faculty in that division. As it also happens, the social sciences are (or were and still could be) the specialty of two of the other Colleges in Claremont.

Therefore, I propose that we eliminate the social sciences, and become a pre-professional college in the sciences and humanities, expanding the departments in those divisions by the number of positions otherwise eliminated. The expansion in history might well take the form of historians of economic and sociological and political theory, so that students whose majors lay in the humanities or sciences could still avail themselves of some acquaintance with these areas.

I trust that I needn't say to my friends in Division III that this is not an ad hominem proposal. Nor is it based on a low opinion of the social sciences. But if we are to strengthen where we are strong and can do so only by eliminating where we are weak, this seems to me our course. For another college which tries to specialize, perhaps the sciences or the humanities will be eliminated.

My proposals, the general and the specific, are admirably designed for The Claremont Colleges (if I do say so myself). Harvey Mudd College has a different specialty in science than we do--they prepare students for the engineering professions. Scripps College (if it were to follow my advice) would give up dabbling in fields outside the humanities, but its specialty in that area would still be different from (less professional than) ours. As I have said, I hope CMC and Pitzer would re-adopt a specialty; there were and could be significant differences between them, CMC being male and pre-professional and interested in government and business, Pitzer being co-ed and specializing in casual approaches to the behavioral sciences.

A student today might as well go to any one Claremont College as another. Harvey Mudd excluded, we are all trying to do what everybody else is trying to do--i.e., everything. But in my model, there would be differences. And these would be helpful, not only to the student (the student who has any idea of what he wants), but to the faculty member, who would know where he stands, what is expected of him. And, as I have said before, the student who finds he dislikes College X should be encouraged (nay, coerced) to go across the street to College Y. Claremont is not big enough to contain the hundred flowers I would like to see bloom, but we could have a nice little bouquet.

APPENDIX C

THE FRAZER MODEL FOR POMONA: A CRITIQUE AND A COMMENTARY

by

Dean Lee C. McDonald, Pomona College

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One of the few safe predictions about the state of higher education twenty years hence is that all the present predictions will prove to be wrong. We are witnessing a cultural transformation probably equal in depth to the Renaissance or the Reformation or Enlightenment, but of greater rapidity of change than any these. Persons inside those movements could not see the nature of the eventual outcome. Neither can we. But the present transformation has something to do with the end of nationalism, the end of ever-expanding consumption of physical resources, the end of the liberal ideology of individual autonomy, the end of unquestioning faith in industrial technology. In addition to these vast cultural changes, higher education is feeling an immediate financial crisis that is more tangible and more easily comprehended. The Chronicle of Higher Education for September 27 notes that one hundred private colleges and universities in the United States are "hovering on the brink of financial disaster."

Dean Frazer has seen the need to respond dramatically to the challenge of this situation, a situation in which many educational institutions will not survive. His proposals are bold, imaginative, practical. They should be taken seriously, and I do so take them. Yet, despite their boldness, his plans take the easy way out. Despite their imaginativeness they confine us to a narrow and tested path in which we may save our skins by losing our souls. Dean Aldrich's view would pay more attention to our soul--or the students' souls--but might possibly do so only by abandoning a long tradition in which reason rather than sensation is the focal point of higher education. Were this retreat program more ambitious we would have not one but six or seven alternative models laid side by side. Frazer's could be called the professional model. Dean Aldrich might have produced what could be called the maturational model. Another would be the radically student-centered model; another would be the radical student's community-involvement model (these two are often confused but they are actually quite different). Another would be the present let-us-do-everything-well model. Another would be the model of the Christian college. We could imagine different educational systems each of which matched a different social belief system: classical Stoicism, Christian communitarianism, liberal capitalism, state socialism, romantic anarchism, military authoritarianism, scientific technocracy. In choosing to criticize the Frazer model simply because it is there, I do not mean to imply that I could not criticize the others as well.

Let me say parenthetically that, being a Christian, I have a fondness for the notion of the Christian college, but given the facts of the present world that is largely a sentimental fondness. I would like to see a college where a common religious faith is the core of a genuine sense of community, a college where a sense of religious mission gives meaning to the whole curriculum. But where does Christianity serve as an integrating force today? Bob Jones University seems to be run something like a prison camp. Oral Roberts University seems to confuse Christianity with having lots of video tape recorders. Most church related colleges today, even Catholic colleges, are in spirit secular institutions like our own, not only because the society has discredited established religion, but because of certain internal defects. At our founding we were a nineteenth century Christian college of the New England type, and as a distinguished black educator recently said, it was characteristic of the nineteenth century Christian college to base itself more on puritanical and evangelical Christianity than on the Christianity of the early church, which was the church of the poor, the outcast and the oppressed. Higher education in the 1880's was elitist in both the intellectual and the class sense of that term.

A degree of confusion in the nineteenth century Christian college was evident in the choice of a motto for Pomona: "Our Tribute to Christian Civilization." Civilization stems from Rome, Christianity from Jerusalem, the academy from Athens. Which did we want to recapture? There is Christianity and there is civilization, but the two have rather little to do with each other, though they may exist in the same space and time. Our motto is like a health food grocer advertising "Our Tribute to Aluminum Orange Juice"--it's not altogether clear what exactly is being recommended. I have long advocated dropping the motto or properly revising it and putting it in Latin, as for example, Christus et Civilitas (I am quite serious about this).

If the nineteenth century college was elitist in the wrong way it was also elitist in the right way. It encouraged bright students; it respected brains. That is the sense in which Pomona must remain an elitist institution. An educational foundation executive recently said, "Open admissions is inevitable; elitism is gone." Even if the first part of that statement is true, the second does not necessarily follow. One thing an elite institution can do for its students, including especially minority students, is to give them confidence. Perhaps that is one of the most important things we can do for our students, give them the confidence to face unknown and difficult problems because they have survived a tough admissions process, a tough curriculum, and a tough exit process.

The Frazer model would keep the curriculum tough but in the narrow mold of pre-professional education, where for all its rigors, it is easier to be tough and easier to build confidence. Pomona can do this, but so can a great many other institutions. And it is not at all clear to me that what the world needs now most of all is confident well-trained chemists, doctors, engineers, lawyers. We need more confident well-educated humane persons, and that aim is at once more difficult of achievement and closer to Pomona's special historical mission. Moreover, at the practical level, if we say we want only students who know what their professional aims are before they come to us, that means inevitably that a number of students whose professional aims change after they come to us will be left out in the cold. A high degree of vocational vacillation will probably continue among the young for some time to come--such a response is not inappropriate, given the uncertainties of our society; and this is a factor we can scarcely control. The professionalization policy would mean a high rate of turnover at Pomona with resulting inefficiency, personal injustice, and loss of a sense of sustained community. We could, of course, say to the student: "That's your problem, not ours." But it would be our problem in a very practical way.

As seen by Dean Frazer, my position is probably a compromise between a tough professionalism and a weak-kneed permissivism. I tend to see the professional model as a compromise in what the foundation official just quoted referred to as "the impending battle between classical scholarship and 'now' learning."

I react negatively to the suggestion that the social sciences be eliminated in these same terms. I defend the social sciences not because I see the more professionalized behavioral sciences as the wave of the future--I don't--but because the subject matter of man as a social, political and economic being is too important, is too much a part of the classical ideal of learning, to be left to others in Claremont or elsewhere. The liberal arts are protean precisely because learning about man, society and nature is of a piece, three aspects of knowledge intimately related to each other. Even the most specialized kinds of knowledge need to be set in the widest possible context. That Pomona is the only general curriculum college in Claremont is our chief strength, not our chief weakness. While I am wistful about Dean Aldrich's Jerusalem, I am skeptical about Dean Frazer's Rome. I would set Athens against both of them.

Professionalism is a curse as well as a blessing, and while we need it to survive, we should not make it the chief object of educational devotion. This summer I heard an able but somewhat bitter president of a large state institution much absorbed with professional education, say: "The university is organized to serve the needs of faculty rather than students in much the same way a hospital is organized to serve the needs of doctors rather than patients." That, of course, is a considerable overstatement, but it is a maxim that illustrates the curse of professionalism, which might be defined as putting the impersonal values of system-maintenance and success within that system, ahead of the needs of the person immediately in front of you. Do not misunderstand me. We need systems, bureaus, formal associations, and professions--that we can live without them and still have some quality of life is the illusion of the radical left--but these institutions must be seen as means to an end and not as ends in themselves. Even at Pomona we have sometimes seen traces of super-professionalism: an irritation with students who take up too much of our time on "merely personal problems," an unwillingness to venture beyond one's own professional specialty, a retreat to regulations when students ask fundamental educational questions. We place special value on our departmental majors and give special attention to those bound for graduate school. We measure our own prestige by fellowships won at prestigious graduate schools.

All this is natural enough but not good enough. If we add up scholarships and quantify prestige for public relations and fund-raising purposes, knowing that this is simply a price of survival, then our behavior is realistically prudent. The danger comes when we begin to believe that these indices really are of fundamental educational value, when we begin to believe our own propaganda. Division of labor there must be, but intellectual compartmentalization is alien to the spirit of liberal arts. Students, not all with long hair, have increasingly resisted being put in slots, or pigeon holes, with being fastened to the escalator of success or plugged into the system. Having been encouraged in grade school to do well so they may succeed in junior high, and being told to take certain subjects in junior high in order to succeed in high school, and being pushed into certain areas in high school in order to be prepared for college, and being led to take certain work in college to prepare for graduate school, at this point a good many students say, "Wait a minute!" Is education nothing but a system of eternal getting ready, a reward system for delayed gratification? Isn't education supposed to be a value in itself; isn't knowledge for its own sake a desired goal? When does education begin, when one retires? It is this feeling rather than any objective dismissal of the work done in graduate school that has perhaps led to an increasing number of seniors saying they are not going on to graduate school. This group has relentlessly increased in the last five years at Pomona as at other quality colleges. Whether many who say they will not go eventually end up in graduate school anyway is beside the point here--the point is that the basic motivations have changed.

This decline in student professionalism is not wholly inconsistent with the tradition of the college. Although in the early days the curriculum was prescribed almost in toto, during the thirties and forties students were not required to have any majors at all. And majors are not as important in retrospect as we sometimes think they are. I was struck by the autobiographical essays written by participants in the careers conference organized by the Placement Office a year or so ago. These were written by alumni chosen to represent different vocations, mostly from classes which did have majors. They were asked to write how Pomona helped them in their careers. They all thought that Pomona had helped them, but only one even mentioned his or her major. (A wife mentioned that her husband, now in prefabricated steel products, had been a happy botany major.) What counted in one's college career, they concluded, was individual faculty members and individual fellow students who inspired, stimulated and irritated--in short, who taught.

That response is enough, I think, to sustain the belief that there is a tradition of personal education at Pomona which, while not necessarily antithetical to pre-professional training, is quite separate from it. Even now, be it noted, we have physics majors who go into law, VISTA, and business administration; psychology majors who go on to medicine, library school, and Japanese languages.

The attentive reader will have noticed that so far I have been criticizing the Frazer model while cleverly--or not so cleverly--avoiding setting up my own model of what Pomona can be and ought to be. A parishioner was once asked if he believed in infant baptism. "Better than that. I not only believe in it. I have seen it done." I not only believe in education, I have seen it done. But when I try to prescribe how it is done, my mind can do little more than conjure up images of the good teacher in a certain relationship with the good learner. Both the good teacher and the good learner are marked by intelligence, enthusiasm, curiosity and imagination. When these qualities are present, what structures and procedures and the environment in general can do becomes secondary; air conditioning, good food, yes, even library holdings and sabbatical leave policies become secondary.

This observation is related to the answer a distinguished university president gave when asked upon his retirement what was the secret of his success. He replied, "Hire good men and then support them." And this is but a variation on the Fred Bracher rule, with the quotation of which Dean Frazer opened the fall semester last year: "Always try to hire new faculty members who are better than you are."

The term better in this context means smarter; but it means more than merely smarter. It also means wiser, more humane, more devoted. I have used the term personal education with reference to Pomona. Personal education is, I think, what parents pay $5,000 a year to get for their offspring at Pomona; it is what students who could do very well at UCLA make great sacrifices for at Pomona. Could they not do just as well at the University of California at Santa Cruz or the University of California at San Diego? Perhaps they could, but the pull on the faculty of professional advancement and the strain in loyalties bred by the university promotion system work against it. Good teaching requires confidence in the worth of what one is teaching and a certain personal élan. Perhaps it is our cultural crisis, perhaps it is the pressures of the competitive academy that explain these recent words of an assistant professor of political science at Yale: "I do not know a single intelligent junior faculty member at Yale who is both in touch with himself and feels good about life. The vast majority at least are tortured, nervous young men, filled with doubts about themselves, their capacities, their ambitions and their subjects." He concludes that this self-doubt is the most important implicit message communicated in the classroom, and it is what is helping to alienate so many students from learning as a formal enterprise.

We need education that is personally engaging; but by personal education I do not mean sentimental education, where inchoate student wishes are permitted to replace hard decisions about what is most worth studying. I do not mean a faculty that never goes to professional meetings and never publishes articles. I do mean an educational situation in which student wishes, aspirations and fears are listened to before the hard curricular decisions are made. I do mean faculty members who go to professional meetings to educate themselves and share in the exchange of new knowledge rather than to curry favor with those who can appoint them to a higher paying job. We all know institutions where there is an impressive aggregation of brains, but where to avoid the charge of sentimentality, the opposite vice of cynicism is manifest. These are the places where professors openly boast that they teach only to gain a source of income for writing and research, their real interest, and give attention only to those students who share their narrow academic interests. The corrosive impact of such a place on students can have tragic consequences.

We claim to be a liberal arts college. In medieval times the seven liberal arts, the trivium and the quadrivium, were grammar (i.e., literature), rhetoric (i.e., communication arts), logic, arithmetic, geometry, music and astronomy. Law, medicine and architecture were excluded, not because they were unimportant, but because they were too practical. We too must be on the guard against the practical. We must remember that we are concerned with education and not primarily with training. (Until recently medical school courses called "medical ethics" had less to do with ethics than with how to avoid a law suit.)

Practical men, as Socrates noted, always have one eye on the clock. But real teachers are heedless of time. As part of our conscious support of impracticality we will need to stop trying to give economic arguments on behalf of liberal education.

Industry is beginning to discover that college degrees are not as important as they have been made out to be. Recent studies show that there is not much positive correlation between education and job performance; and managers have been a bit shocked to discover that attaching a degree requirement to a job does not necessarily "upgrade" it. A prestige degree is not going to carry the weight it once did. More students, especially the older students who will probably join us in increasing numbers, will be seeking the substance rather than the form of education. We should, accordingly, begin to talk less about a good degree and more about a good education.

How can we achieve the substance of a good education? I repeat, we must first of all continue to recruit good faculty and good students; then we must try to avoid putting too many obstacles in their way. As a manager, I fear the managerialization of higher education. As a budgeteer third class, I am uneasy about the slippage that occurs in reducing educational decisions to budget decisions. Yet, obviously, we must pay salaries, encourage research and provide facilities; how can we do this if outgo exceeds income?

I think one injunction that is compatible both with the aspiration towards excellence and the requirement of economy is to simplify the educational process, which means perhaps, also simplifying our lives. The pressures on faculty to keep up in their subject areas is intense. One of my colleagues has calculated that he must spend fifty per cent of his time reading in his field just to avoid falling behind, and more to move out to the frontiers. From such feelings almost of desperation come the demands for lower teaching loads, more time off, more secretarial and student assistant help--all of which cost more money. Meanwhile, the trustees look with justifiable alarm at the fact that while the number of courses Pomona offers has gone up from 681 in 1968-69 to 779 in 1970-71 the number of classes with enrollments below eleven has also gone up, from 45% to 54% of the total between those years. There will have to be a stabilization and equalization of teaching loads and some hard thought about what is essential and what is not in the curriculum. If economic necessity forces us to this it will not be the first time that hardship has brought innovation and a return to one's roots.

We are a school. The word school comes from the Greek skholē, meaning leisure, a space carved out of life for thought and reflections. The world seems often too much with us for real reflectiveness. Quiet reflection, simplicity, good order does not mean passivity or apathy--though it will no doubt seem so to uninitiated students. Neither sloth nor frantic agitation is the desirable educational atmosphere. Our aim should be to create a climate of leisure, but of intellectually exciting leisure. Ironic, is it not, that many student radicals who condemned the schools for their irrelevance, their impracticality, their neglect of the impending world crisis, are now in some numbers taking to wilderness areas where they can "get it all together," i.e., be reflective.

We must, of course, recognize that if there is doubt about where Pomona College ought to be headed, it is in large part a reflection of the doubts about where our society ought to be headed. Some of our most cherished beliefs are showing cracks. The liberal ideology that has dominated American political thinking for two hundred years is expansionist, success-oriented, individualistic, business-oriented, and in the later days of welfare liberalism, managerial. Many are wondering if a philosophy of continual expansion will only hasten the destruction of the earth. Some are beginning to question the underlying faith of the whole modern age that knowledge is power, that man was made to control nature. Perhaps, they are suggesting, knowledge should be for its own sake, that man should respect rather than try to control nature. The best of our youth and some old-timers--Lewis Mumford, for example--have been telling us, don't expand, preserve; don't seek success, seek salvation; don't seek individual autonomy, seek a humane community; don't seek privileged status, seek equalitarian acceptance. Think small.

I agree with Robert Nisbet in The Degradation of Academic Dogma, that the only way to protect the academic dogma (which is that knowledge is to be sought for its own sake) in the present time is to declare war on institutes, consultantships, public service projects, moonlighting--everything that takes a teacher away from teaching and from the research that is a necessary part of that teaching. Everyone, he argues, even a department chairman, should teach a full load if he is to bear the name professor. I am bothered by certain tendencies in Claremont to want to add more and more institutes and non-teaching activities to the academic community, a tendency to think big and to confuse this with seeking excellence.

Our aim should be to simplify, to personalize, to avoid aggrandizement, to seek excellence. The seeking of excellence is indubitably an aristocratic aim. But the aristocracy of intellect need not be exclusionist. It is still true, that whatever his or her capacity, the son or daughter of wealthy parents has a better chance to become well-educated than the son or daughter of poor parents. This need not be so. But we can work to open up access to liberal education without abandoning its aristocratic ideals.

Dean Frazer wants to let 100 flowers bloom. Fine. But I want Pomona to be, if not the most luxurious and elegant, certainly the best proportioned and most graceful flower in the garden.

APPENDIX D

THE FUTURE OF THE CLAREMONT COLLEGES

by

President David Alexander, Pomona College

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The history and present prospects of The Claremont Colleges suggest to me that this association of educational institutions is one of the most creative and promising possibilities in all of American higher education. I say "possibilities" because in my view the leading characteristics of The Claremont Colleges are their dynamic and constantly changing inter-relationships and aspirations. I know from personal experience and from knowledge of attitudes outside The Claremont Colleges that these relationships are widely misunderstood, and frequently maligned. To some it seems inevitable that a university will be built on the abandoned autonomies of the constituent Colleges. To others it seems that the labyrinthine, unfathomable, useless, or ineffective arrangements for cooperation are not worth their costs and unworthy of the clarity of thinking which ought to characterize an innovative institution.

It strikes me, however, that these objections fall quite wide of the mark on both sides. On the one hand, those who argue for universitizing, to coin a word, The Claremont Colleges have not clearly sensed the advantages of competition as well as those of coordination and cooperation. The doctrine propounded by President Blaisdell is founded on the belief that several institutions will raise more money than a single one because of extensions of opportunity and expansions of institutional loyalty. This doctrine is indeed arguable. If, however, one takes colleges like Swarthmore, Carleton, or Grinnell, as they were in 1925, and compares them with Pomona College of 1925 and then with The Claremont Colleges of today, I expect that President Blaisdell's theory will be amply proved even after factors such as accidents of geography, wealth of alumni and the like have been discounted. For those on the other hand who do not admire or understand, or both, the cooperative arrangements, the validity of the "increased services" argument seems to have been overlooked. This argument shows how The Claremont Colleges spread the inherent fixed costs of mandatory and unavoidable operations. The costs of these operations are then leveraged through cooperation to permit a relatively small institution to enjoy the advantages of much more highly sophisticated services. The well known examples of the medical service and the library for a college of the size of Scripps or of the newness of Pitzer must surely be impressive evidence to support the utility and wisdom of The Claremont Colleges plan.

Nevertheless, I expect that the impulse toward universitization will grow during the next decade. Pressures both internal and external seem to me to be present and growing. Many of these pressures are noble in intention and pure in origin. The ethnic studies centers, assumption by the Honnold Library of the administration of branch libraries, extension of the authority of field committees of the joint faculties, joint curricular offerings such as those in mathematics, comity agreements among development officers, participation by the Claremont University Center in collegiate construction projects, inter-collegiate utilization of space belonging to a single college, the consideration of professional schools which have admissions and curricular tie-ins with the undergraduate colleges, allegedly uncontrolled proliferation of Central Services, and others all generate centripetal forces. Equally significant pressures derive from changes in student-faculty ratios which threaten the concept of cross-registration and could defeat the intentions of some of the Colleges to retain more favorable faculty-student ratios. Implicit in these possibilities is a frustration level which might grow in severity to the point that central control is seen as the only means for a solution. I leave out considerations of finance, although obviously here too there are arguments in favor of greater centralization.

I do not think that impulses toward greater decentralization are either realistic or sufficiently strong to withstand the tendencies described in the preceding paragraph. The danger, in my view, lies in the pressures for centralization.

It seems to me that the future development of The Claremont Colleges is seen in its most significant form in terms of the creation of new educational institutions. Other developments may be quite important and worthy of careful consideration, but they lack the dramatic effect and miss the centrality of the general theory of the associated colleges, namely, growth through division. I strongly believe that new institutions should be created in the next decade. It seems to me that room must be made in Claremont for additional affiliated and informally related institutions in Claremont (e.g., School of Theology and Rancho Santa Ana Botanic Garden). I myself would urge the consideration of affiliation rather than membership for sophisticated and high cost professional schools like the medical school. Perhaps, too, the mooted law school might better fit into a category of affiliation with The Claremont Colleges than into actual constituent membership of The Claremont Colleges. I think that the development of professional schools, the creation of an institute of advanced study, the establishment of research and development "think tanks" and service bureaus are matters for continuing consideration and analysis.

For me, however, the most exciting prospects would be the development of undergraduate colleges. It seems to me that we are in danger of losing sight of this basic concern which is at the very heart of The Claremont Colleges idea. Because we have run out of money and ideas for special purpose colleges, we have to a large degree, in my opinion, lost sight of this principal goal. It occurs to me that there are several kinds of colleges which might be feasible in the decade ahead. We have, for example, left on the shelf the long-ago proposed humanities college for men, the male equivalent of Scripps. We have been highly skeptical of the founding of a Chicano Studies College (and in my judgment correctly so).

I would like to propose consideration of the following possibilities:

A. *The development of at least one very small co-educational liberal arts college*. It is completely infeasible to imagine the establishment of a college of 200 or 300 students anywhere but in Claremont. It strikes me that such an institution with a faculty of some twenty or thirty would be a very interesting and exciting addition to The Claremont Colleges. Surely no small part of the excellence of Harvey Mudd College is attributable to its small size, yet because of financial stringences no one nowadays would consider founding a small college. By leveraging its money through membership in The Claremont Colleges, such a college might succeed. I do not favor limiting undergraduate colleges to a narrow area, because I am myself highly skeptical about the wisdom of such limitations. Witness the present mood of Pitzer and CMC to become general purpose liberal arts colleges.

B. *The establishment of colleges with specific area or linguistic interests*. The only exception I make to my skepticism about limited purpose colleges stated above is the college which has as its theme some point which makes it intensively different from the other colleges. I would argue that Harvey Mudd is intensively different but that the original intention of CMC, Pitzer and Scripps are only *extensively* different from a general purpose liberal arts college. Such an educational institution might specialize in Latin American studies with a curriculum which would include Chicano interests and in which all instruction would be conducted in Spanish. Another such college would be devoted to the study of Asian politics, history, economics, language, and literature, again with a heavy emphasis on special linguistic skills, but it would make no effort to duplicate general education components in the other colleges. Exchange programs with indigenous colleges in appropriate areas of the world could be another feature of such new colleges in Claremont.

C. *An external degree college which, subject to proper safeguards and fully self-funding, could utilize staff resources of The Claremont Colleges (on a moonlighting basis) to offer undergraduate courses leading to degrees, continuing education opportunities, and other such non-residential degrees.*

In terms of the future of existing programs, I see the greatest problems facing the Honnold Library. Not only are costs of information storage and retrieval escalating beyond control or imagination, but also some decisions have been made which in my judgment have forced the costs up more significantly than was necessary. Branch libraries are only part of these escalating costs. From my prejudiced point of view, it would now be better for us to restore the Seeley Wintersmith Mudd Library to its originally intended use as an undergraduate reading room, reserve book center, reference center, etc. If this library were reorganized on such a basis, the main book collection could be open only during normal working-day hours, with the S. W. Mudd Library open for as long as users would require. Disadvantages may prove insurmountable; I should hope, however, that a full-scale analysis of the Honnold Library operations might enable us to have as good or better service for not much more money. Clearly, the growth of administrative costs of the Library has got to be checked. Finally, I do not favor the addition of any more branch libraries to the Honnold Library System.

Another present program that is in some difficulty is the Huntley Book Store. Entirely apart from suggestions which have been made by Claremont Men's College, I should like to see us endeavor to arrange the establishment of a scholarly book repository. It strikes me that university presses might welcome, perhaps even on consignment, the continuous and systematic display of their wares (e.g., the Loeb Classical Library from Harvard University Press). I would limit the stock of the Huntley Book Store to educational items exclusively, and all aspects of Huntley which make it a poor imitation of the Harvard Coop could be put somewhere else, perhaps returning them to the Associated Students of The Claremont Colleges for their profit. If a really substantial commitment were made to scholarly and professional books by Huntley Book Store, I expect that a not inconsiderable mail order business could be developed, which in turn would help subsidize the operation. If this were the case, I could find considerable enthusiasm for renegotiating Pomona College's relationship to the Huntley Book Store.

It strikes me further that the facilities for the medical services need re-evaluation. I suggest that during the '70's attention be given to the establishment of a new medical center which would consolidate infirmary and dispensary functions. I expect that Pomona College would be willing to purchase or lease from The Claremont Colleges the Baxter Medical Center for its own use.

Other matters currently being discussed interest me very much, like the coordination of the curatorial responsibilities for the museum collections of the Claremont University Center and the several Claremont Colleges. Whether such coordination inevitably leads to the construction of a single museum or not, I do not know. I am keenly interested in and in favor of the proposed land use policy, although I have some reservations about the willingness of the undergraduate Colleges fully to abide by any prohibitions against the purchase of land in "historic Claremont." Current discussions of faculty and student housing ought to be conducted on a Claremont-wide basis, and I am not unwilling to consider the inclusion of the other Claremont Colleges in Pomona College's continuing discussion of the use of its residential property between First and Fourth Streets between College and Harvard Avenues. I understand that there is a program now beginning in HUD which might be of interest to The Claremont Colleges as a whole. It is clear that Pomona College needs to give early attention to its student housing needs.

The decade of the '70's will be characterized, in my judgment, by attempts, some of them successful, to deal with problems of highly specialized undergraduate programs on a more cooperative basis. For example, the teaching of languages, particularly Asian languages, could be rationalized to the benefit of all participating Colleges. I can see, as an instance of this, the development of more specialized technology in language laboratories so that through cooperation the Colleges could have branch language laboratories at relatively small cost, rather than merely upgrading existing facilities. Cross-registration and curricular coordination should be a matter of high priority for early improvement in the decade, or the principle of free exchange will perforce be drastically curtailed.